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ABSTRACT

The manual provides a framework for two days of training in English-as-a-Second-Language (ESL) instructional methods for monolingual special education teachers at the early childhood level in New York City (New York) schools. The materials help teachers without ESL certification provide mandated ESL services to Limited-English-Proficient (LEP) students in all special education settings. An introductory section outlines the underlying philosophy, approach to instructional programming, and suggestions for classroom management. A second section outlines the design and objectives for the two-day program and offers specific suggestions for early childhood teaching. Subsequent sections detail the content of each day's program, including background on bilingual and ESL general and special education programs, ESL assessment techniques in special education, methods for facilitating language development, ESL instruction through art/music/multicultural literature, development of a cooperative relationship with culturally diverse parents and caregivers, different approaches to ESL instruction, adaptations and strategies for ESL in the content areas, individualized education programs, sample ESL lessons, and the teacher-paraprofessional partnership. A reference section contains an ESL bibliography, list of educational services for LEP students, notes on Bloom's taxonomy and LEP students, notes on curricular and instructional adaptations for ESL in special education. (MSE)

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English as a Second Language Professional Development Manual for Special Education Teachers

Early Childhood Level

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English as a Second Language Professional Development Manual for Special Education Teachers

Early Childhood Level

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FOREWORD

As teachers in New York City prepare their students for the twenty-first century, it is important to recognize that we have the largest immigrant population entering the public schools since the early twentieth century. The Division of Bilingual Education seeks to support school- and district-based personnel to meet this challenge.

The three *ESL Professional Development Manuals for Special Education Teachers* represent an update of the 1988 original training packets. The revised manuals were designed in response to the ruling in the case *José P. et al* vs. *Thomas Sobol et al*, which stipulated ten hours of professional development in English as a second language for special education teachers.

The manuals provide a base for professional development by district and school staff developers. After the basic, two-day professional development sessions, teachers can continue to use the manuals as guides for planning daily, interdisciplinary ESL instruction. This ESL instruction should be articulated with that of bilingual and ESL staff members working with the same students.

Combining ESL professional development with ongoing, integrated ESL instruction will support the academic achievements of all limited English proficient students.

Lillian Hernández

Lillian Hernández
Executive Director
Division of Bilingual Education

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INTRODUCTION

English as a Second Language (ESL) Professional Development Manual for Special Education Teachers: Early Childhood Level and the accompanying ESL Resource Manual have been designed for monolingual English special education teachers who have limited English proficient (LEP) students in their classrooms. The materials assist teachers without ESL certification to provide mandated ESL services for LEP students in all special education settings, including Alternate Placement, resource room, and speech services.

Alternate Placement students are those who are in need of bilingual services but, due to lack of available bilingual staff or classes, have been placed in an English-dominant setting with a monolingual teacher and a bilingual paraprofessional.

Exception Placement students are those placed in an English-dominant setting because they exhibit a high level of academic skills in English yet are still provided with the ESL support they require. However, the teacher does not have the assistance of a bilingual paraprofessional. Instructional planning focuses on development of ESL in academic and social contexts.

PHILOSOPHY

This manual is part of a professional development series designed to support the instruction of students with limited English proficiency in special education programs in the New York City public schools.

The basic objectives underlying these programs are as follows:

- provide special instruction and suggest adaptations for developing each student's cognitive, academic, and social abilities to his or her fullest potential.
- provide instruction in the student's native language while providing extensive opportunities for the student to acquire English as a second language.
- recognize the importance of the cultural context and instructional setting in which learning occurs.

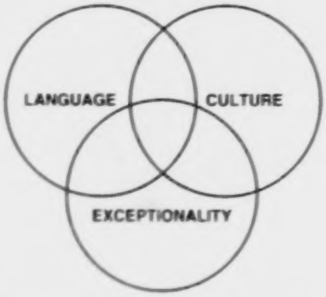
Teachers and supervisors throughout the system believe that all programs should provide a wide range of opportunities that enable all students to become productive citizens and participate effectively in a global and increasingly multicultural society. To that end, this series of professional development manuals for special education:

- provides research-based professional development;
- aids in the creation of programs that involve students in their own learning, that develop leadership, and that foster greater social responsibility;
- promotes educational excellence and achievement through equality of opportunity and access to resources;
- provides instructional guidance across disciplines;
- includes instructional and programmatic models that support the academic literacy of students; and

- fosters the establishment and maintenance of connections among diverse constituencies, including parents and caregivers, community-based organizations, businesses, institutions of higher education, and cultural organizations.

INSTRUCTIONAL PROGRAMMING

According to Dr. Nancy Cloud[*] of Hofstra University, special education students from other cultures who primarily speak other languages have three basic characteristics that define their learning needs: language, culture, and disability or exceptionality. These characteristics interact in important ways.



For example, culturally determined norms and values affect the meaning of a child's exceptionality to a particular family, the extent of its impact on the family, and the stress-buffering support systems available to the family. Exceptionality affects language development—not only how much language is developed, but also how language is received, formulated, and expressed. And the transmission process of language determines what children learn to talk about as well as the socially accepted forms for doing so.

Instructional programming must respond to the nature of the exceptionality (cognitive, neurological, emotional, sensorial) and the extent of the disability (mild, moderate, severe) in order to provide appropriate services to students with disabilities while still giving meaningful instruction. These two concerns are basic to the special education service provision that applies to *culturally and linguistically diverse exceptional* (CLDE) students.

Instructional programming must also respond to the native language (L1) and the target language (L2) characteristics of the student and the language of their primary caregivers. The optimal language of intervention is determined by a careful analysis of the student's current language competence and the nature of the linguistic input available in the student's natural environment, both at school and at home.

Finally, instructional programming must respond to the student's cultural characteristics. Culture is significant in determining the content (background knowledge and schema) children have acquired, the norms and values that guide their behavior and help them to interpret the behavior of others, and their preferred learning style.

In planning instruction for CLDE students, one should remember that exceptional characteristics, language characteristics, and cultural characteristics are of equal importance. All three characteristics must be integrated simultaneously into instructional planning when responding to the whole child.

This professional development manual and the accompanying resource manual are initial efforts in supporting teachers who must design instructional activities that meet the ESL needs of LEP special education students. These materials, reflecting current trends in language acquisition instruction and effective pedagogy, guide teachers in the following four areas:

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[*] *ESL in Special Education*. Washington, DC: Center for Applied Linguistics. 1988.

- developing instruction that integrates the four language skills
  - — listening
  - — speaking
  - — reading
  - — writing and composing
- integrating language and all content area instruction
- promoting cross-cultural understanding
- adapting the curriculum to respond to students' exceptionalities.

ESL CLASSROOM MANAGEMENT

In order to provide effective ESL instructional strategies that meet the needs of limited English proficient students in special education programs, classrooms should become learning environments that are colorful and inviting, reflecting ongoing ESL classroom topics. The following items, activities, and organizational plans may be helpful:

- Display student- and teacher-made charts, posters, and drawings based on themes covered in ESL and always including English words, phrases or sentences.
- Provide multicultural displays of pictures, realia, and art from various regions of the world, particularly from the students' cultures, with simple descriptions in English.
- Display TPR charts, created from lessons, of how to accomplish classroom tasks, such as watering the plants, washing the blackboard, or borrowing a book.
- Establish discrete learning centers for the various content areas in ESL. These centers should provide multisensory experiences for the students, each of whom has his or her own learning modality.
- Carefully organize the materials for each center and provide a clear explanation of their use. This organization should include TPR charts for the use and care of materials, once the rules have been carefully taught to and the charts have been made by the children. Schedules should be set up for students' borrowing of materials.
- Design bulletin boards and walls to reflect both classroom activities and students' outside interests. For example, current English-language newspaper articles and cartoons as well as photographs could be included with students' descriptions, games, sports, and hobbies.
- Group students for ESL according to their level of language proficiency for certain activities, yet provide for individual success within each activity. At times, heterogeneous groups can be utilized for cooperative learning projects. Group experience aids in the development of social skills and helps to build positive, small-group identity.
- Increase directions to the students as needed and make utterances as clear and precise as possible. Special education students with limited English proficiency need a great deal of careful modeling by the teacher. Also, students benefit from repetition of information in different guises, with frequent short summaries by both teacher and students. Students should be given a sense of "ownership" of what they are learning. If trips are planned, carefully design pre- and post-trip activities to maximize the educational value of the trip.

- Provide students with appropriate incentives and, once they have accomplished clearly defined goals, give them appropriate rewards. Rewards can be individualized or reflect a team or class effort and may range from material reinforcements (stickers, pencils, etc.) to psychological support, such as praise or a smile.

HOW TO USE THIS MANUAL

This manual provides a framework for two full days of mandated, ongoing staff development in methods and strategies of teaching English as a second language to early-grade students in special education. Staff developers who are presenting the training are free to select and stress information of immediate importance to the participants and to use their creativity to expand the activities. The aim of this manual is to improve classroom instruction and to enhance the learning of limited English proficient children with special needs.

- **FOR NEW TEACHERS**

  This manual will serve as a guide and resource to new teachers who are entering the New York City public school system. New teachers assigned full responsibility for teaching special education classes are faced with a multitude of situations requiring professional expertise. This book is a partial response to these needs. New teachers can learn from the two-day training sessions and from additional study of the manual and the many references included. It is of prime importance to pair in the school setting new teachers with experienced colleagues who will provide support and assistance in implementing the techniques outlined. New teachers will develop their own teaching styles that result not only from their own ideas and their development of lessons that suit their students' particular learning styles, but also from adapting the techniques of other professionals.

- **FOR EXPERIENCED TEACHERS**

  Even a very experienced special education teacher, with a background in the relevant research and with a repertoire of techniques, may not have the knowledge to teach students whose first language is not English. This manual combines ESL strategies and methods with information about special education during the all-important early childhood years. Trainers should help participants gain insights into the education of special needs students who are in the process of learning English and should lend support to all teachers coming into contact with this population.

  General education teachers in the early childhood grades often have responsibility for teaching children with special needs who have been mainstreamed into the general school population for various subjects and activities. With training in English as a second language and special education techniques, all teachers should be able to prepare and deliver an appropriate program for students with diverse levels of ability and varied learning styles. This manual provides the latest research in the field, background descriptions of early childhood educational programs, and actual lesson plans that may be utilized in every class.

- **FOR STAFF DEVELOPERS**

  Staff developers will be selected on the basis of their expertise and experience in the areas of special education and ESL. Staff developers who are familiar with the issues and the material can act as facilitators to make the manuals especially relevant to trainees. Ample opportunity should be afforded the participants to give their own input in the form of views, observations, ideas, and concerns. Staff development sessions must be **interactive**, with continuous exchanges throughout. During the training sessions, participants can practice techniques outlined in the manuals. Trainers may lead role-playing exercises that include assuming the characteristics of teachers, SBST members, counselors, speech therapists, parents, special education students, and administrators. Day-to-day classroom situations may be enacted. Throughout the training, it is critical for trainers to maintain a high energy level and spark discussion that is relevant, lively, and productive for all participants using the manuals.

DESIGN OF THE TWO-DAY STAFF DEVELOPMENT PROGRAM

Each ESL Professional Development Manual for Special Education Teachers will provide an overview of services mandated for limited English proficient students in special education. The manuals are designed for use in a two-day staff development program.

The Day One section focuses on the legal mandates concerning the provision of services to LEP students with general and special education placements. An integral part of the Day One material is a review of the assessment techniques used by teachers of LEP students, followed by a discussion of the ways in which language development can be facilitated. A special component is the description of teaching ESL through music, art, and multicultural literature. Day One closes with a review of ways to develop a cooperative relationship with parents and caregivers whose first language is not English.

The Day Two section begins with an overview of the major approaches to ESL instruction and continues with a consideration of adaptations and strategies for teaching ESL in the content areas for general and special education students. A review of the techniques for developing ESL objectives for the Individualized Education Program (IEP) for LEP students precedes a series of sample ESL lessons. Day Two closes with an examination of the role that the teacher-paraprofessional team plays in providing services to LEP students and with a discussion of the peer coaching that will continue to build ESL skills after the two-day staff development program.

The Reference section begins with an English as a Second Language bibliography, including content area and supplementary materials. Educational Services for Students with Limited English Proficiency is excerpted from the Division of Special Education's Educational Services for Students with Handicapping Conditions (1991). Applications of Bloom's Taxonomy for LEP students, curricular and instructional adaptations for ESL in special education, and a glossary of terms provide additional information and strategies.

Day One Training Objectives

Participants will:

- describe the similarities and differences between bilingual and ESL general education and special education programs.
- describe and compare procedures for the assessment of LEP students.
- be able to apply knowledge of second language acquisition and learning to the instruction of culturally and linguistically diverse exceptional students.
- develop activities that integrate music, art, and multicultural literature with ESL instruction.
- list at least five ways teachers can communicate effectively with the parents and caregivers of LEP students.

Day Two Training Objectives

Participants will:

- describe the five ESL approaches discussed and explain how each can be applied in the special education classroom.

- be able to develop sample ESL goals for an Individualized Education Program for LEP special education students.
- develop an ESL lesson that integrates ESL and the content areas using appropriate strategies and adaptations.
- describe the role of the paraprofessional as part of the educational team working with LEP special education students.

SUGGESTIONS FOR EARLY CHILDHOOD TEACHERS

- Be aware that pre-K and early childhood children are still developing language skills and concepts in their native language as well as in ESL.
- Select the information that is the most appropriate to meet the needs of the children.
- Adapt the contents of this resource manual to best accommodate your teaching style, your teaching situation, and the needs and learning styles of the children.
- Give help if the children need it. For example, rephrase questions and directions if the children do not appear to understand.
- Facilitate each student's learning by providing input in a variety of modalities (visual, aural, tactile).
- Allow the children to practice an activity as often as necessary for them to achieve success.
- Supplement this resource guide with any other materials that meet the needs of the students, your teaching style, and your curriculum.
- Children progress at their own rate and should not be hurried. They need to be given the opportunity to express their own ideas. The role of the teacher is to motivate and encourage individual growth and development by providing a wide variety of experiences.
- Give clear, step-by-step directions. Children perform best when expectations are clear. Give specific directions and break down tasks into components so that all the children can meet with success.
- Communicate with parents. Let parents know what their children are working on at school. Let them know how they can reinforce what their children are learning. You may wish to send parents a letter (in their native language and in English).

DAY ONE

BILINGUAL AND ESL
GENERAL AND SPECIAL EDUCATION PROGRAMS

This section describes the bilingual and ESL programs available for general and special education students with limited English proficiency. The information is adapted from Guidelines for Programs under Part 154 of Commissioner's Regulations for Pupils with Limited English Proficiency, Albany: The University of the State of New York, State Education Department, Division of Bilingual Education, 1990.

BILINGUAL PROGRAMS

Student Characteristics

- Students in bilingual programs come from homes where a language other than English is spoken, as indicated on the Home Language Identification Survey (HLIS), and score at or below the 40th percentile on the English LAB.
  - These limited English proficient students come from non-English-speaking linguistic backgrounds.
  - They may be foreign born or born in the United States and come from a home in which a language other than English is spoken.
- Some limited English proficient students start kindergarten in the United States; others are continuing an education begun under an entirely different educational system.
- Some limited English proficient students are gifted; others need remediation or special educational services.
- Some limited English proficient students bring good native language skills, while others have low levels of literacy in their native language.
- All LEP students are limited in their English proficiency.

Program Characteristics

- To facilitate instructional groupings, limited English proficient students are classified by their level of English language development (beginning, intermediate, advanced, or transitional).
- The teacher uses the native language to provide instruction in the content areas and for the transfer of concepts to English.
- ESL instruction is a mandated and integral part of the bilingual program.
- Students study major subjects in their native language and in English and receive ESL instruction through the content areas.
- Students who score at or below the 40th percentile in English receive ESL instruction to develop their English language proficiency.
- Some students who score above the 40th percentile on the English LAB continue to receive instruction in the content areas using ESL methodologies in order to further their academic language proficiency and to help ensure a smooth transition into the monolingual program.

ENGLISH AS A SECOND LANGUAGE PROGRAMS

Student Characteristics

- Students score at or below the 40th percentile on the English LAB and are entitled to bilingual services but are in alternate or exception placements in special education.
- Limited English proficient students are classified by their level of English language development: beginning, intermediate, advanced, or transitional.

Program Characteristics -

- Students are often grouped for instructional purposes according to their level of English language proficiency, but may be grouped heterogeneously as well.
- Proficiency in English must be measured at least annually to determine further participation in the mandated ESL program.
- Effective English language instruction includes the development of four language skills:, speaking, reading, writing, and listening and comprehension.
- A composite score on a standardized English reading test is also used to group students.
- Organizational patterns for ESL instruction include self-contained free standing classes, team teaching, departmentalized classes, and push-in or pull-out models.
- An ESL program is sensitive to the first languages and cultures of the students and facilitates students' integration into the culturally pluralistic mainstream.
- The ESL program addresses both social and academic English.
- ESL content area classes provide students with subject matter while simultaneously developing or strengthening English language skills through second language instructional strategies.
- Limited English proficient students must receive ESL instruction throughout the school year: a minimum of 180 minutes per week devoted to English language skills development; and 180 minutes per week of content area instruction through the use of ESL methodologies.
- As students progress in English language skills, they should be provided with a more demanding level of ESL instruction.

SPECIAL EDUCATION SERVICES FOR LIMITED ENGLISH PROFICIENT STUDENTS

The following three services are available to special education students of limited English proficiency:

Bilingual Instructional Services (BIS)

Student Characteristics

Students will meet the following criteria:

- be assessed and certified as having a specific disabling condition.
- score at or below the 40th percentile on the English version of the LAB.
- have limited ability to communicate in English.

- rely on native language abilities to maintain and enhance academic skills while developing English proficiency.

Program Characteristics

- An Individualized Education Program (IEP) indicates that bilingual instruction is required for specific subjects.
- Native language skills are reinforced and developed.
- Subject area instruction in the student's native language is provided as needed.
- Intensive ESL instruction is provided.
- Culturally relevant instructional materials are used.
- Curricula are parallel to those of the mainstream class.
- Teachers adapt and modify curricula to meet the needs of children with specific disabling conditions.

Alternate Placement in Special Education

Student Characteristics

Students will meet the following criteria:

- be assessed and certified as having a specific disabling condition.
- score at or below the 40th percentile on the English version of the LAB.
- have limited ability to communicate in English.
- rely on native language abilities to maintain and enhance academic skills while developing English proficiency.

Program Characteristics

- Alternate Placement programs provide for temporary placement of limited English proficient special education students when the recommended Bilingual Instructional Service is not available.
  - Alternate Placement A: A bilingual special education class is taught by a monolingual English teacher when a certified bilingual teacher is not available.
  - Alternate Placement B: A limited English proficient special education student is temporarily placed in a monolingual English class when the recommended Bilingual Instructional Service is not available.
- A bilingual paraprofessional provides native language and cultural support as recommended by the teacher.
- ESL instruction is provided by the teacher with assistance from the paraprofessional.
- Content area instruction uses ESL methodologies.
- Culturally relevant curricula and instructional materials are used.
- Teachers modify and adapt curricula to meet the needs of children with specific disabling conditions.
- Curricula are parallel to those of the mainstream class.

Exception to Bilingual Instructional Services

Student Characteristics

Students will meet the following criteria:

- score at or below the 40th percentile on the English version of the LAB.
- be identified as a limited English proficient student for whom Bilingual Instructional Services are not appropriate.
- exhibit a high level of English academic language skills.
- require the support of ESL methodologies in the content areas.

Program Characteristics

- English is the only language of instruction used in the classroom.
- Advanced ESL instruction is provided.
- Content area instruction uses ESL methodologies.
- Culturally relevant curricula and instructional materials are used.
- Curricula are parallel to those of the mainstream class.
- Teachers adapt and modify curricula to meet the needs of children with specific disabling conditions.

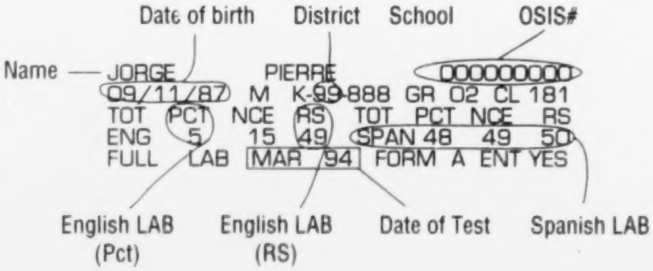
ESL ASSESSMENT TECHNIQUES FOR SPECIAL EDUCATION TEACHERS

Special Education teachers can use a variety of ESL assessment techniques to plan instruction for limited English proficient (LEP) students. Teachers can check the student's LAB scores, review the student's records, make informal ESL assessments through observation of the student in various settings and activities, use specially designed checklists, and employ alternative assessment techniques such as portfolios and surveys. The following section explains these techniques and provides sample forms where appropriate.

LANGUAGE ASSESSMENT BATTERY (LAB)

LAB Label

A Language Assessment Battery label is computer generated for each student who takes the LAB test. The label provides important information regarding the student's scores for both Spanish and English.



```
JORGE         PIERRE          000000000
09/11/87  M  K-99-888  GR  02  CL 181
TOT  PCT  NCE  RS  TOT  PCT NCE  RS
ENG   5    15  49  SPAN 48   49  50
FULL  LAB  MAR  94  FORM  A  ENT YES
```

The English LAB percentile rank provides a gross interpretation of the student's English language skills.

0 - 21 = beginning level
22 - 40 = transitional level (The student has made progress but is still entitled to mandated programs.)

LAB Roster (or Print-Out)

Each teacher receives a LAB Roster for the students in his or her class. The LAB roster enables the teacher to see subtest information in listening, speaking, reading, and writing, depending on level:

Level I	Listening/Speaking or Reading/Writing (depending on grade level)
Level II	Listening, Reading, Writing
Level III	Listening, Reading, Writing
Level IV	Listening, Reading, Writing

LAB subtest information is provided by the spring LAB Rosters (or print-outs).

```
                                                 BORO  K        DISTRICT  99        SCHOOL  888        GRADE  01

                                                 CAT/       TOTAL         PGM      LST/SPK            RDG/WRT
CLASS          NAME           N Y C ID#  SEX  VERS  STATUS  RS  PCT  NCE   ENT    RS  PCT  NCE       RS  PCT  NCE
-------------------------------------------------------------------------------------------------------------------

111   LI             YI WEN   000000000  F    ENG     /     21   1     1   YES**  21   4    13        0    1    1

112   TOBER          GABRIEL  000000000  M    ENG     /     39   12   25   YES**  29   56   53        10   8    20

211   PEREZ          SYLVIA   000000000  F    ENG     /     36   9    22   NO     25   13   26        11   9    22
```

The LAB's subtest raw scores and percentile ranks provide more specific information on the student's abilities in particular language skills.

Spanish LAB

Hispanic students—determined by the Home Language Identification Survey (HLIS) and/or a Spanish surname—take the Spanish LAB upon scoring at or below the 40th percentile on the English LAB. They take the Spanish LAB only once during their school careers. The Spanish LAB score is found on the same label as the English LAB score. All LAB labels should be checked to obtain the scores.

The Spanish LAB score provides a gross indication of the student's native Spanish language skills.

- For high scorers, instruction should encourage the transfer of skills from the student's native Spanish to English. Whenever possible, native language skills should be maintained and developed.
- For low scorers, instruction should focus on developing native language skills as well as the acquisition of English.

REVIEW OF RECORDS

Each student will arrive with a special education case file. The student's file will contain the latest educational, psychological, speech, and language evaluations as well as the Individualized Education Program (IEP). The goals and objectives for the student are updated annually. Every special needs student is evaluated every three years.

The IEP for exceptional LEP students should include the following elements:
- the current educational program, including all related services (speech therapy, occupational therapy, physical therapy, hearing and vision education services) that the student is receiving
- goals for the student, including adaptation to acculturation and growth in both the first and second language
- instructional objectives leading to each goal
- realistic criteria and a schedule for evaluation
- the amount of time the student will spend in the mainstream

INFORMAL ESL ASSESSMENT

Consider the following points in informal assessment when planning for collaborative learning projects, functional groupings, learning center activities, and individualized instruction. Always bear in mind each student's age, current English language proficiency, disabling condition, and cultural background.

- Observe the student informally in the classroom, cafeteria, and other social settings.
  - What language does he or she speak most often? In what contexts?
  - Does the student show a growing ability to approximate the speech of native speakers of English by incorporating a wider range of vocabulary and improving control over the structures of English?
  - Does the student sometimes self-correct?
- Use tape-recorded samples of the student's language.
  - Does the student make certain errors consistently?
  - How has the student's oral expression changed over time? Bear in mind that each student's level of maturity and cultural background should be considered.
- Observe the student's participation in games and music activities, keeping in mind his or her level of maturation and cultural background.
  - Does the student express himself or herself openly or does he or she seem reserved?
  - Does the student's limited English proficiency prevent participation in an activity?
- Use the student's drawings as a response to classroom interaction.
  - Do the drawings indicate that the student understood the activity?
  - How can the lesson be developed or modified using the information from drawings?
- Analyze the student's nonverbal, oral, or written responses by having him or her do the following:
  - Respond to directions such as "sit down," "stand up," "come here," and "read this."
  - Point in response to a comment or question such as "Where's the desk?" and "I wonder where my chalk is."
  - Select the correct picture: "Which flower is pink?" "Do you see a cat?" "Who is running?"
  - Match colors with their names, numbers with their spelling, action picture cards with their verbs, etc.
  - Classify lists of words into categories: people, objects, numbers, colors, and animals.
  - Contribute to a class language experience chart.
  - Provide a title for a language experience chart or a short story read in class.
  - Put the parts of a story into sequence.
  - Retell a story or summarize a part of the lesson.
  - Write a description of someone such as a family member.
- Observe the student's participation in and affinity for content-based activities.
  - Does the student understand the lesson or does the student appear to need review of content with greater visual support and contextualization?
  - Does the student initiate questions and comments on his or her own or does he or she wait to be called upon?
  - Does the student participate throughout the lesson? At what point in the lesson and for what subjects is the student most and least attentive?

CHECKLISTS

The Classroom Language Behaviors Checklist and the Primary English as a Second Language (ESL) Checklist for Students Entering Grades 1 and 2 are examples of informal instruments that can provide an overview of a student's receptive and expressive language skills. Samples of those checklists can be found on the following pages.

Other forms and checklists include the following and may be updated as needed:

- a biographical survey that includes the student's personal data, country of origin, ethnic background, home language, interests, hobbies, etc.
- a basic educational data checklist that appraises the student's knowledge of numbers, letters, colors, basic commands, etc.
- a reading comprehension checklist
- a writing skills checklist
- an inventory of English linguistic structures that provides the teacher with a reference tool for organizing the language needed to develop contextualized activities

Classroom Language Behaviors Checklist

Indicate frequency of behavior in English and in the other-than-English language by circling the appropriate letter in each column:

A = Always S = Sometimes N = Never

Teachers who do not speak the other language must leave that column blank. It will then be filled in by the bilingual team member.

English			**Other-Than-English Language**			**Receptive Language**
						Understands verbal directions:
A	S	N	A	S	N	accompanied by nonverbal clues
A	S	N	A	S	N	accompanied by a single word
A	S	N	A	S	N	given in one step
A	S	N	A	S	N	given in multiple steps
A	S	N	A	S	N	Understands suggestions
						Understands the following types of questions:
A	S	N	A	S	N	yes - no questions
A	S	N	A	S	N	choice questions
A	S	N	A	S	N	who, what, where, when questions
A	S	N	A	S	N	how and why questions
A	S	N	A	S	N	Understands teacher or peer discussion comments
A	S	N	A	S	N	Understands introduction of new information
						Understands the following elements of a story or event:
A	S	N	A	S	N	main points
A	S	N	A	S	N	details
A	S	N	A	S	N	sequence
A	S	N	A	S	N	possible outcomes
A	S	N	A	S	N	cause and effect relationships
A	S	N	A	S	N	implications

Classroom Language Behaviors Checklist (Continued)

English			Other-Than-English Language			Receptive Language
						Uses single words
A	S	N	A	S	N	phrases
A	S	N	A	S	N	simple sentences
A	S	N	A	S	N	complex sentences
A	S	N	A	S	N	Uses possessives, prepositions, plurals, and pronouns
A	S	N	A	S	N	Describes pictures or experiences
A	S	N	A	S	N	Retells stories
						Descriptions and explanations include:
A	S	N	A	S	N	naming
A	S	N	A	S	N	numbers (quantity)
A	S	N	A	S	N	sizes
A	S	N	A	S	N	colors
A	S	N	A	S	N	categorization
A	S	N	A	S	N	directional descriptor
A	S	N	A	S	N	comparisons
A	S	N	A	S	N	cause and effect terms
A	S	N	A	S	N	relationships between objects and people
A	S	N	A	S	N	Converses with teacher or peers on common topics such as, games, music, TV programs, etc.
						Answers the following types of questions
A	S	N	A	S	N	yes - no questions
A	S	N	A	S	N	choice questions
A	S	N	A	S	N	who, what, where, when questions
A	S	N	A	S	N	how, why questions
A	S	N	A	S	N	Asks questions to request information, clarify doubts, etc.

English as a Second Language (ESL) Checklist for Students Entering Grades 1 and 2

C.S.D. ☐☐ 1

School ☐☐☐ 3

N.Y.C. Identification Number ☐☐☐☐☐☐☐☐☐ 6

Entering Grade ☐ 15

Child's Last Name ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ 16

Child's First Name ☐☐☐☐☐☐☐☐☐☐

Instructions: For each item below, rate the child by circling the appropriate number:

1 = Not yet　　2 = Sometimes　　3 = Most of the time

This ESL pre- and posttest checklist is designed for limited English proficient (LEP) children. The four language skills (listening, speaking, reading, and writing) are separated for ease of use, although they should always be integrated in ESL instruction.

For LEP children, a separate checklist should be used for the child's performance in the native language. Observations should be based on cultural and linguistic appropriateness and be conducted in the child's native language by qualified, culturally literate personnel .

	Pretest			Posttest		
Listening	Not yet	Sometimes	Most of the time	Not yet	Sometimes	Most of the time
1. Follows simple one- and two-step oral directions and instructions.	1	2	3	1	2	3
2. Relates illustrations of objects to sounds they make, e.g., fire engine, bell, etc.	1	2	3	1	2	3
3. Identifies rhyming words.	1	2	3	1	2	3
4. Responds appropriately to the stress, rhythm, and intonation patterns of English in varying contexts.	1	2	3	1	2	3
5. Demonstrates auditory comprehension through nonverbal responses, e.g., pointing, shaking head, selecting, locating, matching, circling, underlining, drawing.	1	2	3	1	2	3
6. Listens with interest and pleasure to others reading aloud.	1	2	3	1	2	3

Listening	**Pretest**			**Posttest**		
	Not yet	Sometimes	Most of the time	Not yet	Sometimes	Most of the time
7. Responds to storytelling by sequencing a set of pictures to retell a story.	1	2	3	1	2	3
8. Responds to speaker by contributing information and asking questions.	1	2	3	1	2	3
Speaking						
1. Repeats language as modeled in words, phrases, and sentences.	1	2	3	1	2	3
2. Participates in large and small group choral activities, e.g., singing, chanting, reciting poems.	1	2	3	1	2	3
3. Supplies appropriate responses to questions.	1	2	3	1	2	3
4. Asks questions.	1	2	3	1	2	3
5. Participates in simple conversations with peers and adults.	1	2	3	1	2	3
6. Gives simple directions for others to follow.	1	2	3	1	2	3
7. Looks at pictures and describes content.	1	2	3	1	2	3
8. Relates events in sequential order, such as retelling a simple story.	1	2	3	1	2	3
9. Communicates possible solutions to situations or problems.	1	2	3	1	2	3
10. Expresses needs and feelings.	1	2	3	1	2	3
11. Relates personal experiences.	1	2	3	1	2	3
12. Uses reason to persuade peers and adults.	1	2	3	1	2	3

	Reading	Pretest			Posttest		
		Not yet	Sometimes	Most of the time	Not yet	Sometimes	Most of the time
1.	Reads sight words, print in the environment, signs and labels.	1	2	3	1	2	3
2.	Establishes left-to-right and top-to-bottom directionality on printed page.	1	2	3	1	2	3
3.	Follows simple written directions.	1	2	3	1	2	3
4.	Matches pictures with appropriate labels.	1	2	3	1	2	3
5.	Reads phrases and simple sentences.	1	2	3	1	2	3
6.	Reads high-frequency words.	1	2	3	1	2	3
7.	Reads experience charts as dictated by class.	1	2	3	1	2	3
8.	Follows story line involving several characters.	1	2	3	1	2	3
9.	Identifies main idea in a story.	1	2	3	1	2	3
10.	Recalls details of a story.	1	2	3	1	2	3
11.	Predicts next probable event in a sequence.	1	2	3	1	2	3
12.	Distinguishes between reality and fantasy.	1	2	3	1	2	3
13.	Demonstrates appreciation of repetition, rhyme, and rhythm in a variety of literary genres.	1	2	3	1	2	3
14.	Reads aloud to and with others from books and own stories.	1	2	3	1	2	3
15.	Uses contextual clues to derive meaning.	1	2	3	1	2	3
16.	Makes inferences from materials read.	1	2	3	1	2	3
17.	Reads and understands a variety of mathematical symbols, e.g., numerals, clocks, and calendars.	1	2	3	1	2	3
18.	Acquires and reads vocabulary relating to new concepts being learned.	1	2	3	1	2	3
19.	Recognizes initial sounds and letters.	1	2	3	1	2	3
20.	Recognizes final sounds and letters.	1	2	3	1	2	3
21.	Sounds out words.	1	2	3	1	2	3

Writing	Pretest			Posttest		
	Not yet	Sometimes	Most of the time	Not yet	Sometimes	Most of the time
1. Recognizes writing as a means of communication.	1	2	3	1	2	3
2. Dictates words or simple sentences to recorders in order to describe illustrations, personal experiences, etc.	1	2	3	1	2	3
3. Exhibits ability to reproduce shapes.	1	2	3	1	2	3
4. Copies/writes labels to identify objects and illustrations.	1	2	3	1	2	3
5. Uses invented spelling.	1	2	3	1	2	3
6. Writes upper and lower case letters.	1	2	3	1	2	3
7. Recognizes basic conventions of capitalization and punctuation.	1	2	3	1	2	3
8. Employs appropriate word order in phrases and sentences.	1	2	3	1	2	3
9. Participates in writing conferences and group story writing.	1	2	3	1	2	3
10. Recognizes that rewriting and editing are done with a particular purpose.	1	2	3	1	2	3
11. Writes simple stories with assistance from peers and adults.	1	2	3	1	2	3

Preprogram rater

Postprogram rater

Date

Date

Developed by the Second Language Programs Office, Division of Bilingual Education, 1993.

ALTERNATIVE ASSESSMENT TECHNIQUES

Other assessment techniques include indirect measures of general language proficiency such as retelling a story, or more direct measures such as oral interviews, role-plays, and writing samples. One may also use performance-based assessments that ask students to complete tasks or take part in simulations. Select and adapt techniques according to age-appropriate expectations and students' English language proficiency. Use portfolios, reading files, questionnaires, and conferences to supplement assessments of students.

- Portfolios contain samples of work that show students' progress along with comments on their work. Students choose the work they want to see included and teachers help them organize their material.
- Reading files and free reading logs record what students have read and their reactions to the materials. These files can also include a checklist of what students can read, do read, and would like to read. Materials should be varied and highly interesting; for example, they may include picture books, fairy tales, poems, signs, recipes, letters, advertisements, greeting cards, etc.
- Questionnaires and surveys can be used to collect data on children's interests, skills development, attitudinal changes, and their growing interest in school-related communication.
- Student-teacher conferences focus on progress and language development.

TEACHER SELF-ASSESSMENT

While this section has emphasized assessment of the LEP student, you should not forget the importance of self-assessment.

The following checklist will help you evaluate your lesson planning in ESL and the content areas.

Lesson Planning Checklist

Date ______________________ Unit ______________________________

I. **Developing a Common Base of Understanding**

☐ Direct experiences: films, videos
☐ Teacher models: demonstrations, read-aloud
☐ Brainstorming
☐ Charts, study prints, concrete objects
☐ Role-playing

II. **Active Participation**

☐ Movement
☐ Hands-on activities, self-discovery
☐ Total Physical Response

III. **Organizing Information**

☐ Categorizing
☐ Summarizing
☐ Mapping
☐ Charting
☐ Graphing
☐ Illustrating or showing pictorially

IV. **Direct Teaching of Skills, Concepts, and Vocabulary**

☐ Use of writing patterns
☐ Focus on vocabulary meaning
☐ Decoding skills
☐ Role-playing

V. **Whole Language Approaches: Whole to Part**

☐ Rhythmic, patterned material (story and poetry patterns)
☐ Chants, songs
☐ Repetition and review

VI. **Negotiating Meaning from Language and Text in Groups or Pairs**

☐ Cooperative groups
☐ Peer tutoring
☐ Cross-age tutoring

VII. **Modifying Teacher Approaches**

☐ Paraphrasing
☐ Gesturing
☐ Slightly slower pace

VIII. **Promoting Self-Esteem through Cross-Cultural Awareness**

☐ Multicultural activities
☐ Parent involvement

FACILITATING LANGUAGE DEVELOPMENT

Many students in the New York City public schools come from backgrounds in which a language other than standard American English is spoken. It is helpful, therefore, for every teacher to be familiar with the cognitive and affective needs of second-language learners.

DIMENSIONS OF LANGUAGE PROFICIENCY

Teachers of LEP students need to be aware that there are two types of English language proficiency: social and academic. These are called Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP), respectively. The following table outlines the important characteristics of each kind of proficiency.

Basic Interpersonal Communication Skills
Compared to Cognitive Academic Language Proficiency *

Basic Interpersonal Communication Skills	Cognitive Academic Language Proficiency
• universal aspects of language, normally acquired by all native speakers of any language	• associated with literacy and cognitive development
• developed in most children in their first language by age six	• required for going beyond ordinary social communication
• needed for everyday, face-to-face communications (e.g., personal and social situations)	• needed for reasoning, problem solving, or other cognitive processes
• occur in clear and generally concrete contexts	• cognitively demanding and occurring in decontextualized situations
• not necessarily related to academic success	• required for academic achievement
• may take up to two years to develop in a student's second language	• may take between five and seven years to develop in a second language (depending on first language CALP, student's age, and other variables)
	• when developed in a first language, contributes to the development of CALP in a second language

* From James Cummins, "Empirical and Theoretical Underpinnings of Bilingual Education," *Journal of Education*, 163 (1981): 16-49.

FIRST LANGUAGE ACQUISITION AND THE LEP STUDENT

Several crucial factors provide students with the linguistic and academic skills necessary for achieving in school and for effectively participating in society. These factors support instruction in a bilingual program that includes native language communication arts, content area instruction, and ESL instruction. The factors are explained below, along with some helpful teaching concepts.

- Development of the native language (L1) is important to a child's psychological, linguistic, and cognitive well-being.
- The native language and the second language (L2) are complementary rather than mutually exclusive. The native language and the second language share certain basic characteristics—the universal aspects of language that are normally acquired by all native speakers.
- Native language proficiency, moreover, is a powerful predictor of successful second language development. When fluency and literacy are developed in L1, L2 is acquired more efficiently and effectively because these basic language proficiencies have already been mastered once.
- Cognitive skills are developed more easily in the language a child knows best (L1). These skills then transfer relatively easily to English (L2). To develop academic skills, students must be able to understand the content and concepts that are introduced in the classroom. For LEP students, this comprehension depends in part on the prior development of higher order thinking skills in L1.
- LEP students progress academically in L1 as they learn English (L2). Since language learning is a process, students in bilingual programs are taught content and reasoning skills in a language they know and can manipulate while they learn English, eventually being able to learn subject matter in English. Second language learners acquire information more easily when the language used is one they can comprehend.

Understanding the difference between cognitive academic language and basic interpersonal communication skills is crucial. To illustrate how such an understanding works in the teaching of LEP students, one can look at the teaching of reading. Reading is a complex skill that involves decoding written symbols; forming and using concepts; predicting the order of words; and exploring, extending, and interpreting meaning. Because these abilities depend on previous linguistic knowledge and cultural experiences, LEP students initially progress faster at becoming skilled readers in L1 than they do in English. As reading skills are mastered in L1, they can be readily transferred to English. A student does not have to "learn to read" every time a new language is learned. This fact also holds true for advancement in academic skills such as conceptualizing and drawing inferences.

Teachers of LEP students should keep the following suggestions in mind:

- Encourage parents to share native language literacy experiences (reading aloud, creating stories) with their children. It is counterproductive to insist that parents who are themselves in the process of acquiring the English language use only English. This course of action decreases the quality and quantity of parent-child interaction and provides a less elaborate model of speech and literacy to children.
- Encourage the schools serving LEP students to explore various avenues for using the home language of their students to engage parents in the schooling of their children.
- Communicate to students and parents the belief that bilingualism is a special achievement, one that is valuable to society. This idea applies to native speakers of English as well.

- Always try to ascertain each student's level of L1 literacy and academic preparation as a key to planning your ESL linguistic and content area instruction.

FOUR LEVELS OF LANGUAGE ACQUISITION

Language is acquired in four stages: preproduction, early production, speech emergence, and intermediate fluency.* All levels of language acquisition require comprehensible input (contextualized language) to clarify meaning. By correctly identifying each student's level of language acquisition, you can select the appropriate stimuli for prompting successful communication with every student.

Second language acquisition often occurs when new vocabulary, phrases, and communicative text are clarified by gestures, facial expressions, body movements, realia (actual objects), pictures, illustrations, photographs, diagrams, maps, etc. Language input is thus made comprehensible. The four levels of language acquisition are described below, along with considerations for their instructional support.

Preproduction

In this first stage, students are not yet speaking the new language. They depend on modeling, gesturing, visuals, and context clues to obtain meaning. Students also convey meaning with gestures and actions. The focus is on comprehension while students develop listening strategies that will later form the basis for production.

Considerations for instructional support:

- Provide a great deal of comprehensible input—language made understandable to students through strong contextualization and use of visuals, gestures, and realia.
- Reinforce new language through a variety of interesting and meaningful learning experiences.
- Focus lessons on developing a large receptive vocabulary—words and phrases students understand even though they are not ready to produce it.
- Remember that students will learn key listening strategies during this silent period, thus preparing themselves for speech production in later stages.
- Be patient: preproduction usually lasts from a few weeks to several months.
- Expose students to printed materials even though they are not yet able to read long passages for comprehension.

Early Production

After the initial listening phase, students begin to produce words that they have often heard. However, they produce no more than isolated words in response to comprehensible input. For example, students begin to answer "yes" or "no" to specific questions. Also, they may answer in a short response that includes a familiar vocabulary word. Design activities to produce vocabulary and language structures that students already understand.

Considerations for instructional support:

- Continue to provide comprehensible input to expand receptive vocabulary.

---

*Krashen, Stephen D. and Tracy D. Terrell. *The Natural Approach: Language Acquisition in the Classroom.* Haywood, CA: Alemany Press, 1983.

- Use meaningful language activities to encourage students to produce the vocabulary they have learned.
- Contextualize ESL activities (rather than give grammar and pronunciation drills) to motivate students to risk error.
- Introduce ESL reading and writing strategies at this stage.

Speech Emergence

After students have acquired a limited vocabulary, they respond in short phrases or sentences. Eventually, they begin to use longer sentences and respond to literal statements and simple questions. However, student errors are still very common. Bear in mind that students comprehend much more than they produce.

Considerations for instructional support:

- Continue to expand students' receptive and productive vocabularies.
- Introduce content area vocabulary. Many students may be ready to read content area materials with controlled vocabulary and illustrations.
- Encourage students through activities to use language in more complex ways.
- Model language that is purposeful, meaningful, and whole.
- Model appropriate responses rather than overtly correcting errors.
- Include in your lesson plan experience charts, graphic organizers (e.g., grids, diagrams, charts), and literature to develop all four language skills (listening, speaking, reading, writing).
- Enhance student confidence and English language proficiency through cooperative learning groups .

Intermediate Fluency

In this stage, students begin to engage in conversation and produce full sentences and connected narratives. Students are challenged to produce responses that require creativity, critical thinking skills, and complete sentence structures. More advanced reading and writing activities are incorporated into lessons.

Considerations for instructional support:

- Target content areas and higher levels of language use in your lessons.
- Incorporate reading and writing activities in all lessons to strengthen reading and writing skills, which are developing rapidly at this stage.
- Continue to use visuals, realia, hands-on activities, cooperative learning and graphic organizers to support second language acquisition.

Staff Development Activity: Identifying the Stages of Language Acquisition

Instructions: Study the following teacher-student interactions. Determine the student's English acquisition stage. Note how gestures, realia, and visuals are integrated to facilitate meaning.

A. TEACHER	**STUDENTS**
(Model actions.) These are my eyes. I see with my eyes. My eyes are brown. Point to your eyes.	*(Students point to their eyes.)*
(Demonstrate as commands are given.) Kim, put your hands on your nose. Miguel, put your hands on your ears. Sara, show us your mouth.	*(Students perform the commands.)*
(Point to a part of your face.) Han is pointing to his eyes. Peter is pointing to his ears. Ana is pointing to her nose. Is Lin showing us his mouth?	*(Students nod "Yes.")*
(Show pictures.) This boy is smelling a flower. Mmm, it smells nice. Does he smell the flower with his ears?	*(Students shake heads "No.")*

Stage of language acquisition: ____________________

Rationale: ____________________

____

B. TEACHER	**STUDENTS**
We can use our senses for many things. Let's see what we can find out with our senses. (*Show illustration.*) What is the boy doing with his nose?	Smell the flower. He is smelling the flower.
Yes. He's smelling the flower. We can smell the flower with our nose. We can look at it with our eyes and touch it with our hands. What do our eyes and hands tell us about the flower?	It is white and yellow. Leaves are green.
Yes. The flower is yellow and white and it has smooth green leaves. We can touch them and feel how smooth they are. What else can we say about the leaves?	They feel smooth.
Yes. What other things are smooth?	My face. My cat fur.

Stage of language acquisition: ____________________

Rationale: ____________________

____

C. TEACHER	**STUDENTS**
(Display realia or visuals and points.) Look. Here are some flowers. They are white and yellow. They have green leaves. Mmm, they smell nice. Do you like to smell flowers?	Yes. I do. Sometimes.
(Display realia or visuals and points.) Mmm, this flower smells nice. Kim, smell the flower. What else do we know about the flower? Here are the petals. These are the leaves. Are the leaves green or red?	Green. Green leaves.
We can use our senses to learn.	
Can you see a flower?	Yes, you can.
Can you smell a flower?	Yes, sometimes.
Can you hear a flower?	No hear.
Can you touch a flower?	Yes, soft flower.

Stage of language acquisition: ____________________

Rationale: ____________________

____

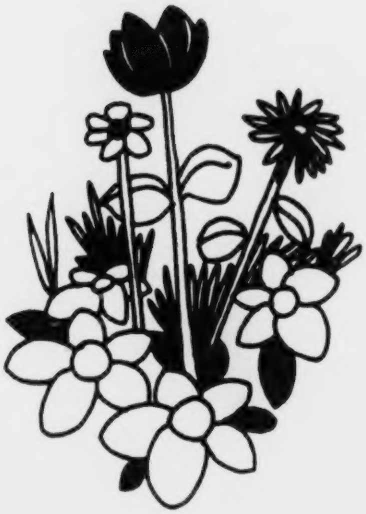
D. TEACHER	**STUDENTS**
We learn about the world with our senses. We can see and hear and touch and taste and smell. *(Points to eyes, ears, hands, mouth, and nose, respectively, while using an orange for demonstration purposes.)* How do our senses tell us about food?	We can feel if something is smooth. I can see the color. We can taste the flavor. We can smell the aroma.
Yes. We can use our senses to find out about things. We know if food tastes good. What do we know about an orange?	It tastes sweet. That orange is very big. Oranges have seeds.
Right. We can use our nose and eyes and mouth to know about an orange. What other fruits do you like to eat?	I like mangoes. I like to eat bananas. I love strawberries.
Let's write a story about fruits we know. How can we start our story?	*(Students work together to write a story. They make a big book with illustrations, including fruits from their countries.)*

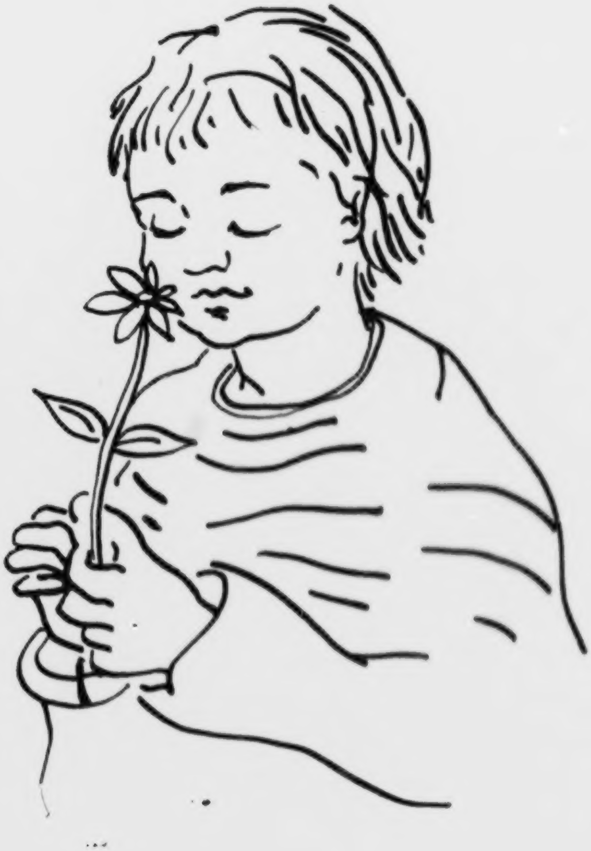
Stage of language acquisition: ____________________

Rationale: ____________________

____

Illustrations for Interactions A, B, and C





CREATING A CLIMATE FOR LANGUAGE ACQUISITION

> *A second language might be acquired best in communication-based settings that are rich in comprehensible input, provide a low-anxiety atmosphere, and value the learner's cultural background.*
>
> Baca and Cervantes,
> *Bilingual Special Education Interface*, 1989

As Baca and Cervantes note, the learning environment is an important element in language acquisition. Yet limited English proficient students with special needs not only require support from the learning environment, but also the teacher must adapt instruction to meet each student's individual needs. Remember that all students need to work from a foundation that values the culture, language, and experiences they bring to the classroom setting.

Set Up a Stress-Free Environment and Nurture Self-Esteem

- Show interest in the students, their language, and their culture.
- Make students feel secure.
- Allow them to speak in their own language.
- Avoid forcing them to speak.
- Make students feel that they should not be embarrassed or ashamed of their errors.
- Accept gestures, pantomime, or drawings whenever possible.
- Don't overcorrect grammatical or pronunciation errors. Model appropriate language to provide students with feedback.
- Continually reinforce students' progress.
- Encourage students to share their backgrounds and cultures.

Provide Plenty of Comprehensible Input

Communicate Effectively:

- Use clear, predictable language.
- Speak slowly.
- Reduce the use of idioms.
- Use the active voice and affirmative sentences.
- Monitor sentence length; don't make sentences too long.
- Simplify vocabulary whenever possible.
- Use linguistic cues or attention-getters.
- Use key words.
- Focus the exchange on the here-and-now.
- Expand the one- or two-word sentences that students produce.

Use Nonverbal Cues:

- Use plenty of visual cues.
- Act out material or use gestures to communicate meaning.
- Use contextual cues.
- Use more than one method of communication: speech, writing, gestures, facial expressions, etc.
- Check often to make sure children understand what you are communicating.
- Allow some time for students to hear, understand, and formulate their responses.
- Give feedback.

Maximize Students' Exposure to Natural Communication

- Surround students with real language used for real purposes by real people.
- Present language as a "whole" and in context.
- Focus on meaning, not form.
- Avoid criticizing students.
- Encourage participation.
- Encourage students to learn from their peers.
- View errors as a normal part of learning.
- Make cooperative learning an important part of the program.

Integrate the Students' Cultural Backgrounds into the Curriculum

- Remember that all students come to school with their own cultural and linguistic traditions.
- Be aware that one role of the teacher is to help children understand and value the contributions of diverse cultures to American society.
- Incorporate cultural elements into all curricular areas and all parts of the learning environment.
- Be sure that activities and materials reflect students' cultural backgrounds.
- Avoid making culturally biased assumptions about students.

FACILITATING TEACHER-STUDENT INTERACTION BY SENDING A MESSAGE

Students may not understand what you are trying to communicate to them at first. You should provide additional clues, along with the verbal message, to clarify the intended meaning.

Use the following strategies to clarify meaning:

- Provide a modified message at a normal rate of speed and use appropriate gestures to convey meaning. Repeat the message more slowly, enunciating the word boundaries more clearly. Do not use stilted speech.
- Provide contextual support such as illustrations (especially for younger students), objects, or visual aids.
- Rephrase the verbal message. Emphasize specific key words.
- Repeat the same verbal message and add geographical clues ("on my desk"), temporal clues ("before lunch"), or logistical clues by moving or rearranging the materials being used or by moving the student directly into the situation.
- If meaning has still not been communicated, use the word(s) in the student's language, or use a peer or a paraprofessional as an interpreter. Then move back to English, repeat the message, and move on to the next item.

FACILITATING TEACHER-STUDENT INTERACTION BY RECEIVING A MESSAGE

Demonstrate real evidence of caring about receiving the student's message. Some procedures that can achieve this are the following:

- Listen carefully to students and keep your facial expression neutral.
- If you understand only one or two words, identify them and let the student know what you have understood. Then ask for more information. For example, "I know you are talking about ______." "Tell me the rest again." "What about ______?"

- Identify the intended physical context as a clue to decoding the message: "Are you talking about something here?" "Are you talking about something at home?"
- Ask the student to rephrase the statement in order to increase your comprehension: "Can you say that another way?"
- When you understand the meaning, restate it in correct linguistic form, be it a phrase or sentence, and encourage the student to repeat it.
- When you have misunderstood a student's intended message, it may be appropriate to explain your confusion. This technique is particularly appropriate with an older student or one who has developed sufficient English skills. For example, "I thought you wanted the stapler, but you called it a 'clipser'." You can write and model the appropriate form. Encourage, don't force, the student to repeat it.

Encourage the student to continue the dialogue as long as possible whenever the interaction is aimed at understanding meaning. Also, use pictures or contextual support to aid comprehension.

Know that some students may have to be taught how they can help you understand what they are saying. Mostly they will learn this through watching your handling of situations. Look for and help bring about situations that require students to do the following:

- Develop a need to communicate.
- Learn how to provide additional clues such as pointing, acting out, drawing, finding and manipulating visuals, etc.
- Be patient with the teacher's or a student's lack of understanding.
- Take responsibility for getting the message across.

SELECTING ESL MATERIALS

When selecting materials to be used with limited English proficient students, consider the following points:

- Is the format of the material appropriate?
    - Are the linguistic items appropriate for each level of ESL in the series?
    - Do the activities and worksheets provide meaningful contexts for language use?
    - Do the activities and worksheets integrate listening, speaking, reading, and writing?
    - Are the illustrations clear and appropriate?
    - Do the activities call for student performance upon which teacher evaluation can be based?
- Is the material geared to student needs?
    - Are the cognitive skills and concepts clear, consistent, and appropriate to grade level?
    - Are the linguistic items easily understandable?
    - Are the activities both experientially based and student-centered?
    - Do the worksheets provide meaningful follow-up for the activities?
    - Is the methodology sufficiently diversified so that various learning styles are accommodated?

- Is the content of the material appropriate?
    - Do the activities provide for instruction that develops the stated cognitive and linguistic skills and concepts?
    - Do the activities reinforce the general curriculum?
    - Is the content culturally diverse?
    - Is the context free of stereotyped views of women, minorities, and people with exceptionalities?

TEACHING ESL THROUGH MUSIC, ART, AND MULTICULTURAL LITERATURE

TEACHING ESL THROUGH MUSIC

*Why Music in the ESL Classroom?**

M — Music is meaningful.

- Throughout the ages and in many cultures, music has been a powerful tool for teaching children about their world.
- As students work with music, games, dance, and movement, they develop listening skills, learn to follow directions, practice commands, learn new vocabulary, etc.
- Students experience the natural flow of language as they sing and learn about people, events, feelings, and things.
- While enjoying songs, students become familiar with the sound system of English as well as its stress, rhythm, and intonation patterns.
- Music provides practical, nonthreatening, "hands-on" experience with language.

U — Music is universal.

- Music transcends cultural differences.
- Students learn about other cultures through music and customs.
- Music can help students adjust to a new linguistic and cultural environment.
- Music invites learners to become a part of the group by singing, moving, dancing, and having fun.

S — Music promotes a feeling of success.

- Students of varying abilities and backgrounds achieve success in making music.
- Students who may not experience success in other curricular areas can experience success by making music. Once success is experienced with music, the student may begin to seek that same success across the curriculum.
- Students with many special needs are taught, comforted, and entertained by music.

I — Music creates opportunities for ingenuity.

- Music provides teachers and students with opportunities for creativity in song writing, improvisation, choreography, and drama.
- Students can create, explore, and envision through music. Mental visualization and imagery arise naturally out of experiences of music .

C — Music is communication.

- Music is a universal language: the meaning of rhythm and melody are understood by all students, regardless of their linguistic background.

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* Adapted from: Osman, Alice and Laurie Wellman. *Hey, Teacher, How Come They're Singing in the Other Class?* Albany, NY: New York State Education Department, Bureau of Bilingual Education, 1978.

- Music provides an excellent means of introducing and practicing English vocabulary and structures and applying them to real and meaningful situations.
- Music helps students develop good listening skills by providing built-in motivation to comprehend.
- Through singing, role-playing, and dancing, students become familiar with everyday English greetings, questions, directions, expressions, idioms, etc.

Using Music in the ESL Classroom

Use the following strategies to integrate music into ESL lessons:

- If you feel insecure about your musical talent, use records or tapes. Involve students in song presentation by letting them use simple rhythm instruments, like the tambourine.
- Let students use their own intuition about the grammar, vocabulary, and pronunciation of song lyrics. Correct them only when errors interfere with meaning.
- To support comprehension, provide illustrated song sheets or a chart with the lyrics.
- Introduce each song in its entirety. Give students several opportunities to become familiar with the tune and the words. Encourage them to tap, clap, or hum along with the music.
- Explain vocabulary and phrases that are still unclear to students after repeated exposure to the entire song. Approach explaining the lyrics by using sentences or complete units of thought.
- Play a variety of musical styles and ask students which they prefer (rock, rap, reggae, etc.).
- Make singing practice brief and spontaneous. It should not seem like work. Do not force a reluctant student to sing.
- Divide the group into sections for rounds or two-part songs. Choose student leaders for each section.
- Encourage students to participate further by pantomiming songs.
- Encourage students to write original lyrics to songs. Students can write individually, in groups, or with your help.
- Use songs as a follow-up activity to the introduction of a new structure, or as a motivation for a lesson introducing a new structure or new vocabulary.

Selecting Appropriate Songs

Using songs in the ESL classroom can be both educational and enjoyable . However, to ensure the pedagogical value of a song, choose songs that have the following characteristics:

- are rhythmically and melodically simple and easy to learn
- have repetitive lyrics or an easy-to-learn chorus
- aid in teaching grammar, pronunciation, vocabulary, or culture

- have lyrics representative of standard spoken English
- respond to students' interests

Jazz Chants

Although jazz chanting's primary purpose is the improvement of speaking and listening comprehension skills, it also works extremely well in reinforcing specific grammar and pronunciation patterns. Jazz chants are designed to teach the natural rhythm, stress, and intonation patterns of conversational American English.

Just as the selection of a particular tempo and beat in jazz may convey powerful and varied emotions, the selection of a particular rhythm, stress, and intonation in spoken language is essential for the expression of the speaker's feelings and intent. The dynamic rhythms of jazz provide motivation for learning about this aspect of language. A good source for jazz chants is *Jazz Chants for Children* by Carolyn Graham (New York: Oxford University Press, 1979).

When presenting jazz chants, use the following steps.

- Explain the situational context of the chant, using either visual cues, the students' native language, or very simple English.
- Play for the students the first presentation of the chant on the cassette.
- Have students repeat any difficult sounds or particularly new or difficult structures.
- Encourage students to repeat each line of the chant after you.
- Have students listen again to the solo presentation of the chant on the cassette.
- Encourage students to respond with the group on the cassette.
- Play the group presentation again, this time dividing the class into two groups, one taking the role of the teacher and one taking the role of the chorus. This approach provides an opportunity both to ask and to answer the dialogue of the chant.

Suggested Resources for Music and Jazz Chants in ESL Lessons

Claire, Elizabeth. *ESL Teacher's Activities Kit*. Englewood Cliffs, NJ: Prentice Hall, 1988.

Graham, Carolyn. *Big Chants: I Went Walking*. New York: Harcourt Brace Jovanovich, 1991.

— — —. *The Chocolate Cake*. Englewood Cliffs, NJ: Prentice Hall, 1992.

— — —. *Jazz Chants Fairy Tales*. New York: Oxford University Press, 1989.

— — —. *Jazz Chants for Children*. New York: Oxford University Press, 1979.

— — —. *Singing, Chanting, Telling Tales*. Englewood Cliffs, NJ: Prentice Hall, 1992.

Schneider, Bob. *Sharing a Song*. Reading, MA: Addison-Wesley, 1986.

Zion, Jane. *Open Sesame, Stage A*. New York: Oxford University Press, 1985.

— — —. *Open Sesame, Stage B*. New York: Oxford University Press, 1985.

TEACHING ESL THROUGH ART

Art is a universal means of communication. Art can convey facts, ideas, and emotions although it does not depend on pronunciation, vocabulary, or grammar. In fact, people can communicate to a wider range of people through art than through language.

Art experiences are invaluable tools in facilitating the second language acquisition process. A wide variety of art activities in ESL instruction provides the learner with the following:

- a means of communicating and sharing cultural backgrounds through drawing and through illustrating portions of cooperative projects
- a way to objectify feelings and ideas
- opportunities for demonstrating receptive language
- a greater relaxation about and openness to learning
- opportunities for reinforcing vocabulary and grammar
- stimulation and expansion of expressive language
- a means of self-expression
- opportunities for releasing feelings constructively

Try to present English for the students to practice while they're engaged in art activities. The following strategies will help:

- Choose activities that will be relevant to students' interests and experiences.
- Introduce vocabulary connected with the activity while students are working on the project.
- Ask questions that require only pointing, one-word, or yes or no answers. Answer your own questions if necessary after an extended "wait time."
- Be enthusiastic about students' language contributions and their work.
- Have students talk about their projects.
- Read the class a story that is thematically related to the activity.
- Have students create a language experience chart connected with the activity.
- Engage in the activity, talking about the actions and objects involved in it as you are doing it. With some activities, demonstrate the entire project first and then have students complete it as you comment on their actions. Other projects work better if students follow the teacher step by step.
- Give value to the finished product by using it in a larger project, decorating the classroom with it, displaying it, etc.

Art activities can also include trips to museums or visits from artists representative of students' cultural backgrounds or whose work concerns their cultural experiences.

Photography and ESL Instruction

Dr. Nancy Cloud, a specialist in combining ESL and Special Education, has suggested in various articles the following photography activities for use in ESL lessons:

- Take action pictures (at the playground, on a class trip, etc.), put them in sequence, and write or talk about them.
- Take pictures of different stages of a process (a meal, a game). Describe the process orally or in writing.
- Have students write an animal story. Take photographs to illustrate the stories.

- Collect baby and childhood pictures. Write or talk about the photos.
- Have students use a camera for an "All About Me" unit. Combine student stories for a classroom book. Emphasize students' diverse cultural backgrounds.
- Have students bring in pictures of their families; then have them write or talk about each member.
- Have students take photographs of a holiday or religious or cultural event. Have them write or tell about the experience.
- Take pictures that depict mood or expression. Write or talk about the story behind the mood expressed.
- Take photographs of an art exhibit. Have students write or describe each entry. They can also make a guidebook to the exhibit.
- Take students to a shopping mall, food store, garage, or outdoor festival. Have them write a story about what they see there and illustrate the story with photographs.
- Ask students to choose an occupation that interests them. Arrange for them to spend some time with someone who has that job; take photographs of that person at work; and write a story or tell the class about the experience. (This is a good way to get parents and caregivers involved).
- Create a news magazine. Have each student contribute to a different section. Use photographs to illustrate each topic.

Suggested Resources for Art in ESL Lessons

Claire, Elizabeth. *ESL Teacher's Activities Kit.* Englewood Cliffs, NJ: Prentice Hall, 1988.

Griswold, Vera Jo and Judith Starke. *Multicultural Art Projects.* Colorado: Love Publishing Co., 1987.

SAMPLE LESSON

Teaching ESL through Art and Social Studies

TAÍNO ART

Approach Language Experience

ESL Level Beginning/Intermediate

Behavioral Objectives

Students will be able to:

- understand that symbols have meaning.
- compare and contrast the lifestyle of the Taínos (the native people of Puerto Rico) with our life styles today.
- create and paint their own symbols.
- appreciate Taíno art.

Structures simple present and simple past tenses

Vocabulary (Select vocabulary according to class level.)

Taíno
Indians
Puerto Rico

red
white
blue
black

bohío
island

copper
symbol

Materials

Taíno symbols, experience charts, markers, map, crayons, fingerpaints, paper, and other art supplies

Motivation

- Display Taíno symbols (ball playing, family, agriculture) on the chalkboard. (See art on pages 40 - 42.) Point and ask students, "Who knows what these are?" Elicit responses such as, "They're paintings." "They're drawings." "They're pictures."
- Say, "We are going to call them symbols. A symbol is a painting, drawing, or picture that tells us a story." Explain to the students that people long ago didn't have books. People told a story by painting pictures and using symbols.
- Direct children's attention to Taíno symbols and ask, "What do these symbols tell us?" Record answers on an experience chart. For example:

  Tiffany said, "They're flowers."

  Alvaro said, "They're faces."
- Tell students, "The people who made these symbols lived long ago on a tropical island." Ask, "What is an island?" Using a map of Puerto Rico (page 42), show students that an island has water on all sides. Have students trace the outline of the island of Puerto Rico with their fingers. Emphasize that an island is completely surrounded by water.

- Ask students, "Have you ever been to Puerto Rico? Do you know anyone who has been there?" Elicit language to create a class rebus story and let students generate symbols. For example, let students read the rebus story and draw pictures:

Story		Drawing
Obaid:	I went to Puerto Rico on a _____________. (plane)	
Ysaura:	I saw _____________ in Puerto Rico. (palm trees)	
Tony:	My brother and I swam in the _____________ there last summer. (ocean)	

- Reintroduce the Taíno symbols that you showed at the beginning. Tell students that these symbols told stories about the life of the Taíno people who lived long ago in Puerto Rico. While showing students pictures and realia, tell them the following :

  > The Taínos had brown skin. They had dark straight hair and black eyes. The Taínos wore feathers, gold ornaments, and bands of cotton around their ankles and arms. They decorated their bodies with red, black, white, and blue paint. They slept in hammocks. They made beautiful pottery from clay.

  Then record this information on a chart. Use rebus drawings to facilitate additional comprehension.

- Help students to develop a chart comparing Taíno life to ours:

Category	People in New York City	The Taínos
Body	We have black, brown, yellow, and white skin. We have black, brown, blue, and green eyes.	The Taínos had brown skin and black eyes.
Type of dress (body decoration)	We use earrings, bracelets, necklaces, lipstick, etc.	The Taínos used feathers, bracelets, bands of cotton around their arms and legs, and different colored paints.
Family	We live with two parents with one parent with grandparents	The Taínos lived together in one room.
Homes	We live in apartments or houses.	The Taínos lived in round huts made of palm leaves called *bohíos*.
Sleeping	We sleep in beds.	The Taínos slept in hammocks.
Games	We play jump rope baseball soccer, etc.	The Taínos played a game similar to soccer.

- Use the symbols, such as family, to continue to develop the chart. Provide more information on the Taínos for use in comparisons with life today. Display the picture of a Taíno parent and child. (See page 41)

  Explain to the students that the Taínos lived as a family in a *bohío*. A *bohío* is a round hut made of palm leaves.

- Display the "Ball Playing" symbol and tell them it represents a ball game. Ask, "What games do you play at lunchtime or during gym.

  "I play jump rope."
  "Joe plays catch."
  "Tim likes tag."

  Tell students that the Taínos loved to play a ball game that is like our sport soccer. They used a ball made of tree roots and they were only allowed to hit it with their heads, hips, elbows, knees, but not with their hands, just like in soccer.

- Use the chart to emphasize the present and past tenses.

Art Activities

- Have students create Taíno symbols by using paint, finger-paint, or crayons. Let paintings dry. The next day, provide materials for students to decorate their symbols: feathers, fake fur, ribbons, leaves, ropes, gold threads, scrap pieces of colorful cotton, and glue.
- Students may make and decorate original symbols that represent their own families and our modern way of life.

Adaptations and Extensions

- For early childhood special education students, present the concept of Puerto Rico as an island on day one. On a second day students can name other islands such as those in New York City: Manhattan Island, Roosevelt Island, City Island, and Staten Island. Teacher and student can point to islands on a New York City map.
- For more advanced students, the teacher can use small flashcards with the name of the islands written on them and stick the cards to the map. Then say, "I placed a card on Manhattan Island." The teacher asks students questions about the islands, using a number of different verbs and with a focus on the past tense. For example:

  Teacher: Where *did* I *put* the card?

  Student: You *put* it on Manhattan Island.

  Teacher: Here's City Island (Teacher points at it first and then lowers hand.) Which island *did* I *point to*?

  Student: You *pointed to* City Island./City Island.

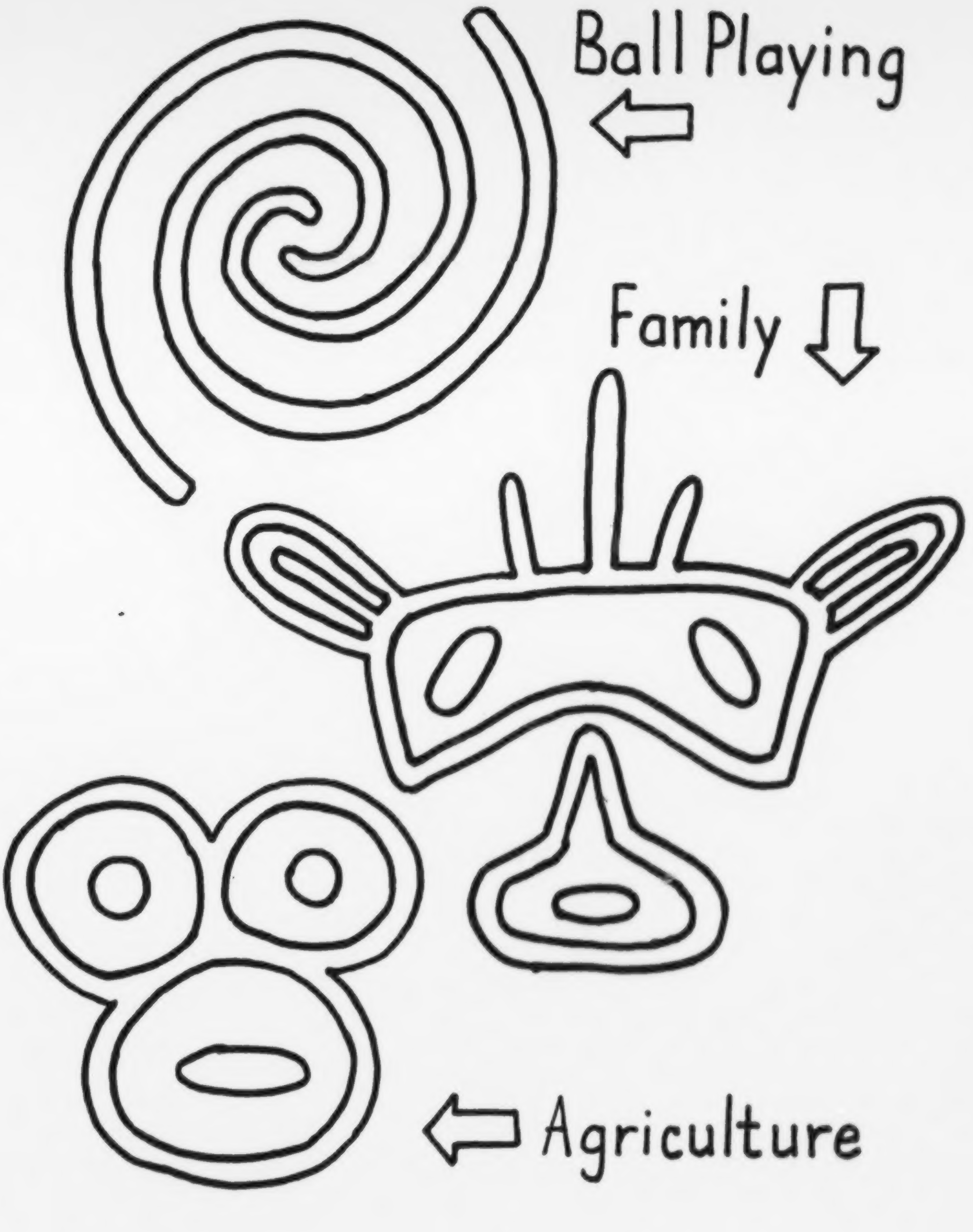
  Then students come up and point to or label (match the cards) with the islands in New York City. Teacher assists through modeling.

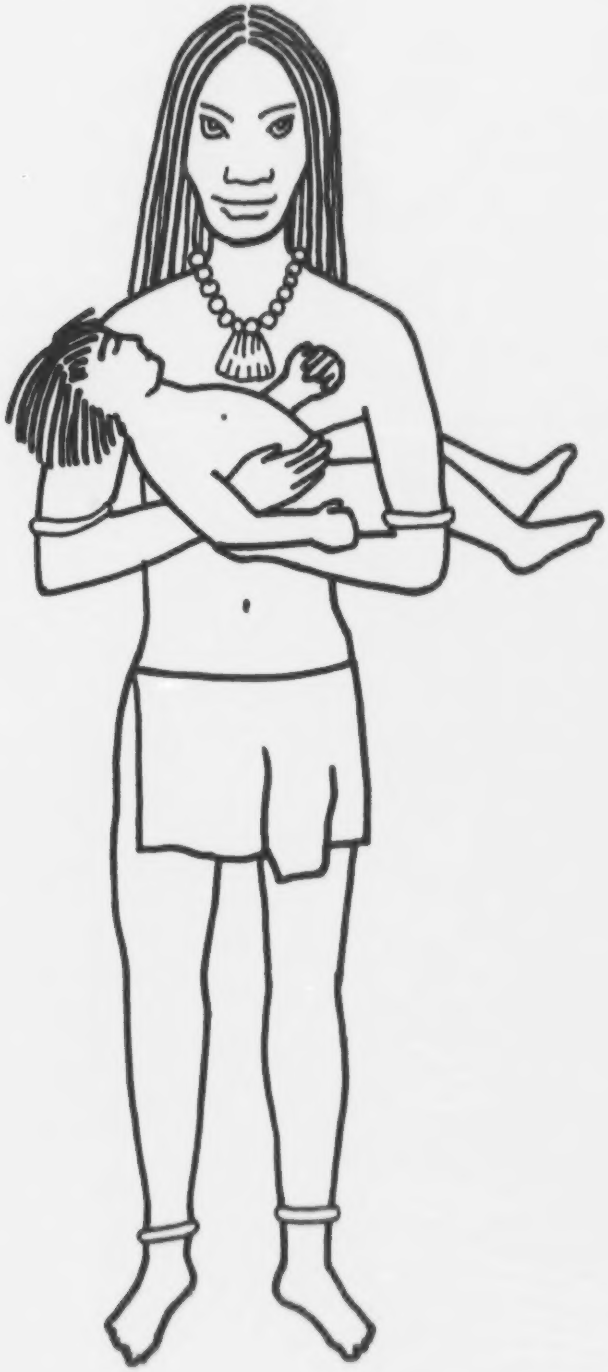
- Students review linguistic and cultural skills learned by performing a role-play about Taíno life.

References

Carteles Herencia Cultural Indígena, illustrations by Idalia Rosario and Ernesto Ramos. CANNBE, Northeast Regional Curriculum Adaptation Center.

Our Roots: A Mosaic of Cultures. Division of Bilingual Education. Board of Education of the City of New York, 1992.


Ball Playing
Family
Agriculture



PUERTO RICO

TEACHING ESL THROUGH MULTICULTURAL LITERATURE

Contemporary American society is made up of people from many different cultural backgrounds; thus, any effective educational program in today's schools will reflect this cultural diversity. Students bring their rich cultural and linguistic backgrounds with them to the classroom. They interpret events, themselves, their world, and learning through the eyes of their culture. At the same time, being exposed to the beauty and power of cultural diversity encourages students to acquire a broader, clearer sense of the world and its people.

Culture is not a superficial aspect of instruction: it affects student performance in significant ways. Students' norms and values, which guide their behavior and help them to interpret the behavior of others, are culturally determined. Culture also determines the students' learning styles. The cultures of the students must be incorporated into all curricular areas and all aspects of the learning environment.

Literature, a major vehicle of culture, is one of the most effective and readily available language teaching materials for students of all ages. Integrating literature that reflects students' various cultures into the different curricula serves to enhance the development of the listening, speaking, reading, and writing skills of ESL students while creating many positive and enjoyable experiences.

Some suggested strategies for incorporating literature into ESL instruction are discussed below.

Reading Aloud

Research has demonstrated that the most significant factor leading to literacy is being read to. The benefits of this type of interaction, usually between a parent or caregiver and a child, apply to the classroom setting as well. For ESL students, the benefits of being read to are even further enhanced through the use of predictable patterns, repeated words, and rhyme—three key elements for making the children's experience of being read to a success.

The following are benefits from reading aloud to children:
- development of the child's listening comprehension
- opportunity for overall language acquisition
- a pleasurable experience for the listener and reader
- bonding between the listener and reader
- an awakening of the child's imagination
- exposure to books beyond the child's skill and level
- an introduction for the child to the world of literature
- easy integration of literature into any subject area

These benefits are of particular importance to LEP students because they provide linguistic, academic, and affective support.

Use the following strategies when reading aloud:
- Use a special place for reading aloud.
- Set aside a regular time for reading aloud.
- Limit your read-aloud sessions to between 5 and 15 minutes.
- Read slowly, with appropriate tone and gestures.
- Paraphrase as needed to maintain comprehension and interest.
- Know how the book fits into your instructional program.
- Encourage student discussion.
- Read aloud often: ESL students will benefit greatly.

When selecting a book, ask yourself the following:

- Will my students like the book?
- Does the book relate to something I'm teaching? Does it help meet one of my instructional goals?
- Is the book age-appropriate?
- Is the plot easy to follow?
- Do the illustrations clearly support the text?
- Is the book large enough to be seen easily by a group?
- Does the book contain predictable language patterns or rhymes?
- Do the grammatical structures in the text promote language learning at a level high enough to challenge the students?
- Does the book use natural, short bits of dialogue?
- Does the book make use of experiences familiar to the students?
- Does it enhance cross-cultural awareness and sensitivity?

Storytelling

Storytelling is an effective listening activity when implemented systematically. The same story should be told over and over, using a wealth of visuals to illustrate each item and event mentioned. As students progress, the structures and vocabulary in each telling of the story can be extended.

The most effective learning takes place when students are actively involved in the lesson and understand the language they hear. Encourage physical responses from the students to engage them in the lessons, especially at the initial listening stage. Some of the responses will be prompted by your specific commands, others will be spontaneous. You can call upon students to:

- point to various story characters and objects when they hear them named,
- match objects to characters,
- use gestures appropriate to the text,
- pantomime the story, and
- supply sound effects.

These procedures serve to reinforce the language structures introduced and to maintain students' interest.

The best stories for this kind of activity contain a great deal of repetition. Although most trade books are too advanced in sentence structures and vocabulary for LEP students, you can still use them by rewording the story, using short sentences and basic vocabulary. Make sure the illustrations are clear, simple, and unambiguous enough to support the text, but interesting enough to meet the needs of the target age group.

Create an interesting ESL environment in which students are motivated to communicate and in which they feel comfortable responding in English. Of primary importance during the ESL lesson is practice time in listening comprehension. Offer varied and meaningful listening experiences. Also try to cultivate in the students the desire and need to communicate in the second language. You will notice that speaking skills develop as naturally in a second language as in a first language. The third crucial factor is to be supportive. Keep the emphasis on communication, not on grammatical correctness.

Initial verbalization is spontaneous for students listening to stories. As a story becomes familiar to them, many students will call out the names of the characters or complete the teacher's sentences. This type of interaction should be encouraged.

Be aware that, in the progression of language acquisition, students will initially respond in one-word utterances. They should not be expected or required to speak in complete sentences; rather, they should be encouraged to simulate natural speech. For example, in conversational English, questions are often answered in phrases, not sentences.

Remember that, although students may understand complete sentences and be able to distinguish between correct and incorrect statements, they may not be able to generate correct structures. The receptive skills of listening and reading precede the productive skills of speaking and writing. So, rather than making direct corrections, you can help students express themselves by modeling and expanding their statements.

Storytelling activities proceed naturally from listening to speaking. Students should be asked to accomplish progressively more complex tasks. You can ask them to do the following activities:

- Put pictures in sequence.
- Name characters and objects in the story.
- Complete the teacher's sentences.
- Ask and answer questions.
- Describe and compare characters.
- Retell a story.
- Dramatize a story.
- Sing songs and recite poems on related topics.

Wordless Books

Wordless books can be used as part of the initiation into the reading process for LEP students. By careful selection of books based on interest level, visuals, and the implicit story line, you can motivate students to become more interested in books.

You can encourage LEP students by helping them build vocabulary; and you can stir their imaginations by creating meaningful contexts for what they see, based on their personal experiences and cultural background. You may incorporate the language experience approach, recording stories dictated by a student, a small group, or the class. In this way, students build linguistic control and sight vocabulary.

Wordless books can also be used to further student abilities in other areas of the communication arts curriculum: spelling, handwriting, choral reading, and drama. Books should be both multicultural and relevant to the students' experiences. You should provide many opportunities for the class to listen to a text and associate it with the spoken language. After students have heard the story several times, they can retell it to classmates and discuss it in small groups.

Shared Book Experience

The shared book experience is based upon the idea that, by enlarging a book, all students can share the joy of it, thereby making it more meaningful for them. It has been suggested that books with large type and illustrations be created so a group of students could see the text and interact with it in the same way a parent and child share a book. By listening to and reading the big book, students develop a knowledge of the conventions of print, such as directionality and the concepts of words and letters.

To make big books, keep the following hints in mind:

- A double-folded page (or concertina structure) often increases strength and hides the show-through from ink markers.

- Colored or brown paper is often more durable than white, and there is research to indicate that many young children prefer the less dazzling contrast of the page.
- Always leave about two inches of inside margin for the spine.(or binding).
- Never run a line of print over the middle line or fold. Keep text running left- to-right down a single page rather than spreading it out in a single line across two pages.
- Make print sufficiently large (about one and a half inches) regardless of print size in the original.
- In general, try to follow the layout of the print in the original, including line breaks where possible.
- Break text into meaningful phrases or chunks.
- Don't try to make the illustrations as detailed or professional as in the original. The students will enjoy the original illustrations when they see the small book in a read-aloud session.
- Use common sense about how many illustrations students will need for supporting their interest and understanding.
- Prepare some books with spaces for student illustrations. It is usually best if students prepare illustrations on separate paper and paste them into the big book later.
- Use your imagination to vary or adapt illustrations and to design colorful and bold print.

Predictable Books

Predictable books are written with a repeated pattern and are often rhythmic. Events and phrases are repeated over and over, and language is usually simple. The text of these books should match the illustrations closely.

Predictable books can be the basis of activities that correlate reading and writing. You can read predictable books to the class or have students read them on their own. Then have students use the text as the basis for their own writing. For example, consider using a portion of text from the very popular, predictable book *Brown Bear, Brown Bear* by Bill Martin, Jr. After listening to a poem, students can create their own stories. This technique is very effective for second language learners.

Brown Bear, Brown Bear

What do you see?

I see a ________ ________ looking at me.
(color) (animal)

________ ________, ________ ________
(color) (animal) (color) (animal)

What do you see?

I see a ________ ________ looking at me.
(color) (animal)

The new stories can be published and read by other members of the class. In another activity, students can use the patterns from predictable books to write new outcomes for stories. They can rewrite the pattern and create their own ending.

Using predictable books is a good way to get reluctant readers or writers moving. The rhythmic patterns and simple story lines are enjoyed by students and are often sufficient to motivate them to read and write on their own.

Suggested Resources for Literature in ESL Lessons

Children's Literature

Aaderma, Verna. *Bringing the Rain to Kapiti.* New York: Dial Books for Young Readers, 1981.

Adams, Pam. *This Old Man.* New York: Grossett and Dunlap, 1974.

Alain. *One, Two, Three Going to Sea.* New York: Scholastic, 1964.

Aliki. *Go Tell Aunt Rhody.* New York: Macmillan, 1974.

Asch, Frank. *Monkey Face.* New York: Parents' Magazine Press, 1977.

•Aruego, Jose and Ariane. *A Crocodile's Tale.* New York: Charles Scribner, 1972.

Balian, Lorna. *The Animal.* Nashville: Abingdon Press, 1972.

— — —. *Where in the World Is Henry?* Scarsdale, NY: Bradbury Press, 1972.

•Bang, Molly. *The Grey Lady and the Strawberry Snatcher.* New York: Macmillan (Four Winds Books), 1980.

Barohas, Sarah E. *I Was Walking Down the Road.* New York: Scholastic, 1975.

Becker, John. *Seven Little Rabbits.* New York: Scholastic, 1973.

Beckman, Kaj. *Lisa Cannot Sleep.* New York: Franklin Watts, 1969.

•Behrens, June. *Gung Hay Fat Choy.* Chicago: Children's Press, 1982.

Bellah, Melanie. *A First Book of Sounds.* Racine, WI: Golden Press, 1963.

•Boone-Jones, Margaret. *Martin Luther King, Jr.* Chicago: Children's Press, 1968.

Brandenberg, Franz. *I Once Knew a Man.* New York: Macmillan, 1970.

Brown, Marcia. *The Three Billy Goats Gruff.* New York: Harcourt Brace Jovanovich, 1957.

Brown, Margaret Wise. *Goodnight Moon.* New York: Harper and Row, 1947.

— — —. *Home For a Bunny.* Racine, WI: Golden Press, 1956.

— — —. *The Important Book.* New York: Harper and Row, 1949.

Brown, Ruth. *A Dark, Dark Tale.* New York: E. P. Dutton (Dial Books), 1981.

Burningham, John. *The School.* New York: Harper & Row (Thomas Y. Crowell), 1975.

Carle, Eric. *The Grouchy Ladybug.* New York: Thomas Crowell, 1977.

— — —. *The Mixed Up Chameleon.* New York: Thomas Crowell, 1975.

— — —. *The Very Hungry Caterpillar.* New York: Philomel Books, 1983.

Charlip, Remy. *Fortunately.* New York: Parents' Magazine Press, 1969.

— — —. *What Good Luck! What Bad Luck!* New York: Scholastic, 1969.

•Clifton, Lucille. *The Boy Who Didn't Believe in Spring.* New York: E. P. Dutton, 1973.

•Cohen, Barbara. *Molly's Pilgrim.* New York: Lothrop, Lee & Shepard, 1983.

Cook, Bernadine. *The Little Fish That Got Away.* Reading, MA: Addison-Wesley, 1976.

Cory's Counting Game. Los Angeles: Intervisual Communications, 1979.

• Titles with multicultural content

Counting Rhymes. England: Brimax Books, 1980.

Craft, Ruth. *The Day of the Rainbow*. New York: Duffin-Penguin, 1991.

de Regniers, Beatrice Schenk. *Willy O'Dwyer Jumped in the Fire*. New York: Atheneum, 1968.

Dr. Seuss *Dr. Seuss's A B C*. New York: Random House, 1963.

———. *Hop on Pop*. New York: Random House, 1963.

———. *There's a Wocket in My Pocket!* New York: Random House, 1974.

Domanska, Jania. *If All the Seas Were One Sea*. New York: Macmillan, 1971.

•Dorros, Arthur. *Abuela*. New York: Dutton Children's Books, 1991.

•———. *Tonight is Carnaval*. New York: Dutton Children's Books, 1992.

Duff, Maggie. *Rum Pum Pum*. New York: Macmillan, 1978.

Emberley, Barbara. *Simon's Song*. Englewood Cliffs, NJ: Prentice-Hall, 1969.

———. (Ed.) *Klippity Klop*. Boston: Little, Brown, 1974.

Ets, Marie Hall. *Elephant in a Well*. New York: Viking Press, 1972.

———. *Gilberto and the Wind*. New York: Viking Press, 1963; Penguin, 1978.

———. *Play With Me*. New York: Viking Press, 1955.

Flack, Marjorie. *Ask Mr. Bear*. New York: Macmillan, 1932.

•Flourney, Valerie. *The Patchwork Quilt*. New York: Dial-E. P. Dutton, 1985.

•Fujikawa, Gyo. *Let's Eat*. New York: Putman Publishing Group, 1975.

Galdone, Paul. *The Little Red Hen*. New York: Scholastic, 1973.

———. *The Teeny-Tiny Woman*. Boston: Houghton Mifflin, 1984.

———. *The Three Billy Goats Gruff*. New York: Seabury Press, 1973.

Ginsburg, Mirra. *The Chick and the Duckling*. New York: Macmillan, 1972.

Guilfoile, Elizabeth. *Nobody Listens to Andrew*. New York: Scholastic, 1961.

•Havill, Juanita. *Jamaica's Find*. Boston: Houghton Mifflin, 1986.

Hawkins Colin, and Jacqui Hawkins. *Pat the Cat*. New York: Putnam's Sons, 1983.

Hill, Eric. *Where's Spot?* New York: Putnam's Sons, 1980.

Hoffman, Hilde. *The Green Grass Grows All Around*. New York: Macmillan, 1968.

Hoban, Tana. *I Read Symbols*. New York: Greenwillow Books, 1983.

•Hopkins, Lee Bennett. *Side by Side: Poems to Read Together*. New York: Simon & Schuster, 1988.

Hutchins, Pat. *Good-Night Owl*. New York: Macmillan, 1972.

———. *One Hunter*. New York: Greenwillow Books, 1982.

———. *Rosie's Walk*. New York: Macmillan, 1968.

———. *Titch*. New York: Collier Books, 1971.

Keats, Ezra Jack. *Over in the Meadow*. New York: Scholastic, 1971.

Kent, Jack. *The Fat Cat*. New York: Scholastic, 1971.

Kraus, Robert. *Leo the Late Bloomer.* New York: Crowell-Harper & Row, 1970.

— — —. *Whose Mouse Are You?* New York: Collier Books, 1970.

Langstaff, John. *Oh, A-Hunting We Will Go.* New York: Atheneum, 1974.

Laurence, Estar. *We're Off to Catch a Dragon.* Nashville: Abingdon Press, 1974.

Leaf, Munro. *The Story of Ferdinand.* New York: Viking Press, 1936; Penguin, 1977.

Linden, Ann Marie. *One Smiling Grandma.* New York: Dial Books for Young Readers, 1992.

Lobel, Anita. *King Rooster, Queen Hen.* New York: Greenwillow Books, 1975.

Lobel, Arnold. *A Treeful of Pigs.* New York: Greenwillow Books, 1979.

Mack, Stan. *10 Bears in My Bed.* New York: Pantheon, 1974.

•Martel, Cruz. *Yagua Days.* New York: Dial-E. P. Dutton, 1976.

Martin, Bill. *Brown Bear, Brown Bear.* New York: Holt, Rinehart and Winston, 1983.

— — —. *Fire! Fire! Said Mrs. McGuire.* New York: Holt, Rinehart and Winston, 1970.

Mayer, Mercer. *If I Had...* New York: Dial Press, 1968.

McGovern, Ann. *Too Much Noise.* New York: Scholastic, 1967.

Memling, Carl. *Ten Little Animals.* Racine, WI: Golden Press, 1961.

Mennen, Ingrid and Niki Daly. *Somewhere in Africa.* New York: Dutton Children's Books, 1990.

Moffet, Martha. *A Flower Pot Is Not a Hat.* New York: E.P. Dutton, 1972.

•Mosel, Arlene. *Tikki Tikki Tembo.* New York: Holt, Rinehart and Winston, 1968.

Peek, Merle (illustrator). *Roll Over: A Counting Song.* Boston: Clarion-Houghton Mifflin, 1981.

Peppe, Rodney. *The House That Jack Built.* New York: Delacorte, 1970.

Polushkin, Maria. *Mother, Mother, I Want Another.* New York: Crown, 1978.

Quackenbush, Robert. *She'll Be Coming 'Round the Mountain.* Philadelphia: J. B. Lippincott, 1973.

•Rockwell, Anne and Harlow. *The Supermarket.* New York: Macmillan, 1979.

Rokoff, Sandra. *Here Is a Cat.* Singapore: Hallmark Children's Editions.

•Rosenberg, Maxine B. *My Friend Leslie: The Story of a Handicapped Child.* New York: Lothrop, Lee & Shepard, 1983.

•Ruis, Maria and J. M. Parramon. *The Seaside.* Woodbury, NY: Barron's Educational Series, 1986.

•Seeger, Pete. *Abiyoyo.* New York: Macmillan, 1986.

Sendak, Maurice. *Chicken Soup with Rice.* New York: Harper & Row, 1962; Scholastic, 1986.

Sierra, Judy. *The Elephant's Wrestling Match.* New York: Dutton Lodestar Books, 1992.

•Simon, Nora. *Nobody's Perfect, Not Even My Mother.* Niles, IL: Albert Whitman, 1981.

•Slobodkina, Esphyr. *Caps for Sale.* New York: Harper & Row, 1940; Scholastic, 1987 (big book).

Stover, JoAnn. *If Everybody Did.* New York: David McKay, 1960.

•Surat, Michele Maria. *Angel Child, Dragon Child.* Milwaukee, WI: Raintree, 1983.

•Thomas, Marlo and Carole Hart, eds. *Free to Be...You and Me.* New York: McGraw-Hill, 1987.

Tolstoy, Alexei. *The Great Big Enormous Turnip.* New York: Franklin Watts, 1968.

Wahl, Jan. *Little Eight John.* New York: Lodestar Books, 1991.

•Weiss, Nicki. *If You're Happy and You Know It.* New York: Greenwillow Books, 1988.

Welber, Robert. *Good-bye, Hello.* New York: Pantheon, 1974.

Who's Your Furry Friend? Los Angeles: Intervisual Communications, 1981.

•Williams, Vera B. *A Chair for My Mother.* New York: Greenwillow Books, 1982.

•———. *Music, Music for Everyone.* New York: Greenwillow Books, 1984.

•———. *Something Special for Me.* New York: Greenwillow Books, 1983.

•Wolkstein, Diane. *The Banza.* New York: Dial Books for Young Readers, 1984.

•———. *The Visit.* New York: Alfred A. Knopf, 1977.

Wondriska, William. *All the Animals Were Angry.* New York: Holt, Rinehart and Winston, 1970.

Young, Ruth. *Golden Bear.* New York: Viking Penguin Books, 1992.

Zemach, Harve. *The Judge.* New York: Farrar, Straus and Giroux, 1969.

Zemach, Margot. *Hush, Little Baby.* New York: E. P. Dutton, 1976.

Zolotow, Charlotte. *Do You Know What I'll Do?* New York: Harper and Row, 1958.

Teacher Resources

McCloskey, Mary Lou, Susan Hooper, and Caroline Linse. *Teaching Language, Literature, and Culture: A Multicultural Early Childhood Program.* Reading, MA: Addison-Wesley, 1991.

Morgan, John and Mario Rinvolucri. *Once Upon a Time.* New York: Cambridge University Press, 1983.

Smallwood, Betsy Ansin. *The Literature Connection.* Reading, MA: Addison-Wesley, 1989.

POETRY AND ESL INSTRUCTION

Poetry is an excellent way for ESL students to improve reading skills, develop vocabulary, and nurture a love of language. Poetry allows students to see, hear, and feel in ways that prose does not. A carefully chosen poem that appeals to students' interests and meets their emotional and psychological needs can, when used correctly, build self-confidence and encourage personal expression at a very early stage in the language learning process. Poems also can contain much of the vocabulary students will use in real-life situations.

Poems used in ESL classes should do the following:

- Ensure student interest. Students must be able to identify in some way with the poems you present to them.
- Be simple. Start with short, direct poems. As students progress, they will be able to understand and use increasingly difficult vocabulary and idioms in context.
- Employ rhyme and humor. Poems that contain easy rhymes, alliteration, quick actions, and humor make a lasting impression on all students and are especially effective in fostering second language acquisition.

Use poetry in ESL activities for many purposes:

- Familiarize students with the rhythmic patterns of spoken English.
- Expose students to more complex language patterns than they can produce.

- Suggest varied linguistic means of expressing thoughts and feelings.
- Enrich vocabulary.
- Evoke appreciation of and respect for other cultures.
- Engage students in choral reading and similar shared experiences.

Suggested Resources for Poetry in ESL Lessons

Goldstein, Bobbye S. *Bear in Mind: An Anthology of Bear Poems.* New York: The Viking Press, 1988.

Graham, Carolyn. *Jazz Chants for Children.* New York: Oxford University Press, 1978.

Poetry Power ESL. Cleveland, OH: Modern Curriculum Press, 1993.

Prelutsky, Jack, ed. *The Random House Book of Poetry for Children.* New York: Random House, 1983.

ROLE-PLAYING AND ESL INSTRUCTION

Role-playing provides students with opportunities to interact in English while encouraging free expression. When students assume different roles and characteristics, they feel less self-conscious using their acquired English skills.

Keep in mind the following strategies:

- Develop role-playing scenarios that relate to students' real experiences.
- Clarify role-playing scenarios using realia and visuals.
- Use word and phrase cards to help students link printed words with their meanings.
- Allow time for students to plan and rehearse their scene in pairs or groups, encouraging them to be creative in their interpretations.
- Remember that props are a very important component of role-playing activities. They add dimension to the situation being acted out and provide the content for expansion activities. For example, if you role-play buying a book bag in a department store, you might use the following materials: various items to be purchased, a cash register, paper bags, and toy money. Or if you role-play ordering lunch in a restaurant, you could use the following items: menus, napkins, plates, silverware, place mats, and plastic food.

PUPPETRY

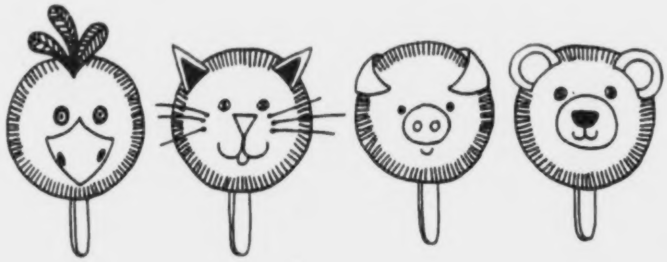
Making and using puppets can be a creative and enjoyable way to enhance language acquisition. Puppetry encourages the expansion of oral communication, while providing students with anonymity. Thus the puppeteer, through the puppet, can begin to use language effectively and freely, avoiding the self-consciousness sometimes present when students speak for themselves. Puppetry makes the student an active participant in his or her learning process.

Use the following strategies to integrate puppetry into ESL instruction:

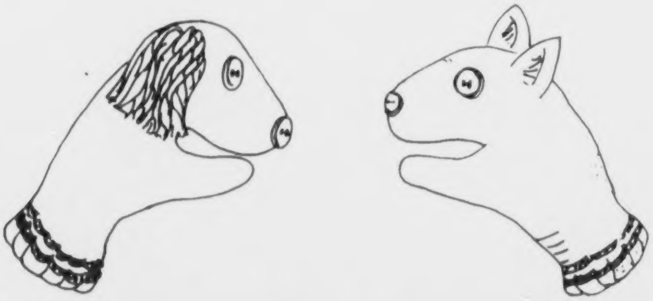
- Use puppets to tell stories or to present dialogues, modeling English pronunciation, intonation patterns, grammar, and language related to different everyday functions.
- Provide opportunities for students to use puppets in creating their own stories, dialogues, and characters.
- Present puppets as a nonthreatening means of expressing concerns, problems, or strong emotions.
- Adapt folktales and fables for use with puppets.
- Use puppet-making activities to provide opportunities for peer interaction, vocabulary development, the learning of chants, practicing of choral repetition, and the creation and interpretation of cooperative stories.

Puppet-making can be very simple and inexpensive. Here are some ideas you can use in your classroom.*

- Use paper, plates, and wooden sticks. Staple stick to paper plate. Child holds puppet by stick.



- Use socks and scraps from materials such as oaktag, felt, and wool. Child's hand is inserted into sock.



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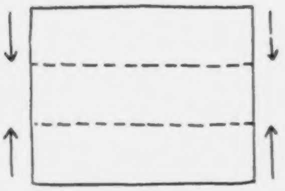
*From *Teaching Grade Two*, New York City Board of Education, Division of Curriculum and Instruction.

- Make a Puppet With 8 1/2" x 11" Paper
    1. Fold the paper lengthwise into three equal parts to form a flat tube 11" long.
    2. Glue or tape the long sides together to fasten the tube. Be sure to leave the two ends open.
    3. Fold the tube, bringing the two open ends together, so that it looks like a **V** with two sides of 4+ inches.
    4. Fold each open end of the **V** back to the center so that it makes an **M**.
    5. Insert your thumb in one end of the tube and your remaining fingers in the other end. Now open and close the paper mouth to make it speak.
    6. Create a puppet by adding other touches to the "mouth." You may wish to draw or paste on a tongue, teeth, eyes, ears, nose, lips, hair, hat, tie, earrings, etc. Use your imagination.

    Have your finished puppet tell a story or recite a poem. Students can make puppets that will speak to your puppet.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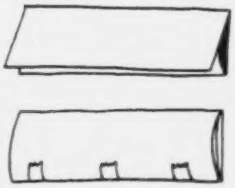
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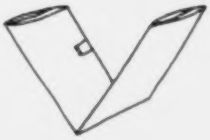
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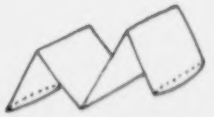
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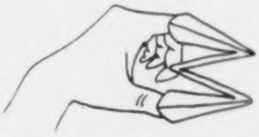
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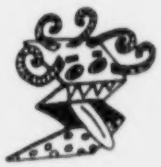
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DEVELOPING A COOPERATIVE RELATIONSHIP WITH CULTURALLY AND LINGUISTICALLY DIVERSE PARENTS AND CAREGIVERS

When establishing communication with culturally and linguistically diverse parents and caregivers of exceptional children, three factors must be considered: language, culture, and their children's abilities and disabilities.

Parents and caregivers from many different cultures often have a high respect for education and hold-teachers in high esteem. At the same time, the manner in which people in a given culture will view the child's disability will affect the parents' involvement with the school. Some parents may feel embarrassed by their child's special needs or even deny that those needs exist. In addition, they may see their lack of proficiency in English as well as their unfamiliarity with the American school system as a barrier to communication with their child's teachers.

All of these factors may influence the parents' and caregivers' perceptions of the school and the school's personnel, thus determining the extent of their participation. Historically, the involvement of these parents and caregivers in our schools has been quite limited. In light of this fact, teachers, administrators, and paraprofessionals need to make extra efforts to accommodate them through a sensitivity to their language, culture, and the particular disability of their child. Parents and caregivers should be encouraged and made to feel welcome.

When working with the parents and caregivers of culturally and linguistically diverse exceptional (CLDE) children, keep in mind the following:

- Parents and caregivers bring their own history to each encounter, including their native language, culture, life experiences, feelings, sensitivities, as well as how they view their child's disability.
- Parents, caregivers, and professionals must work as partners to improve the quality of education for students.
- Teachers should provide a welcoming environment for parents and caregivers through use of their native language, respect for their culture, and suspension of judgment and blame.
- A parent or caregiver of a child with a disability is "on duty" 365 days a year. They are experts when it comes to the needs of the child.
- Parents and caregivers of CLDE students may feel confused, intimidated, guilty, and criticized. They may feel further alienated and isolated if they are unfamiliar with the mainstream culture and language.

Suggestions for Communicating Effectively with Parents and Caregivers

- Obtain the assistance of a person who speaks the parents' or caregivers' language, if you do not. Be sure the parents or caregivers feel comfortable with the translator. For example, the translator should not be a neighbor in front of whom they may not wish to discuss family matters.

- Put yourself in the parents' or caregivers' place. Reverse roles mentally to consider how it would feel to be the parent or caregiver of an exceptional child in a non-native speaking environment.
- Remember that the parent or caregiver is an expert on the child and therefore has a vast amount of information to offer you.
- Look beyond the disability to view the child as a whole person.
- Make use of the parents' or caregivers' insights and their reservoir of knowledge about their children's needs, strengths, and successful strategies for teaching them.
- Communicate optimism about the student's progress.
- Don't mistake lack of involvement for lack of concern. Ask for parent and caregiver involvement but accept the level of involvement they feel comfortable with. Also, be aware that it is not necessary for parents or caregivers to speak English for them to be involved in their child's education. Parents or caregivers can, for example, read to their children in the native language or tell them folk-tales from their native cultures.
- Be honest. Parents and caregivers want to know any pertinent information that relates to their children. Keep them informed on a regular basis.
- Listen to and respect parents' and caregivers' concerns.
- Don't forget to deliver good news to parents and caregivers: talk about the student's progress and positive characteristics.
- When necessary, make arrangements for an interpreter to be present in your dialogues with non-English-speaking parents and caregivers.
- Speak plainly, avoiding the jargons of medicine, psychology, sociology, or social work, which can be threatening to any parent or caregiver but especially to those who may not speak English well.
- Get acquainted with the parents' and caregivers' cultural background. Some common gestures or customs in American culture may be inappropriate or offensive to parents and caregivers from other cultural backgrounds.
- Consider using guest speakers and volunteer programs to involve parents and caregivers. Such activities are effective in bringing into the school system parents and caregivers from different cultures and who speak different languages.

DAY TWO

APPROACHES FOR ESL INSTRUCTION

Among the many approaches that have been successful for ESL students, five are particularly effective: Total Physical Response, the Language Experience Approach, Cooperative Learning, the Natural Approach, and the Whole Language Approach.

Each of these approaches should play a part in a total ESL program designed to help children develop all four language skills. Because they have interrelated and overlapping elements, the approaches can be used in a variety of integrated ways to meet the specialized and varied needs of LEP students and for reinforcement in special education settings.

OVERVIEW OF APPROACHES

Following are overviews of the approaches that are treated in detail in this section.

Total Physical Response (TPR)

- Develop listening comprehension before requiring speaking.
- Allow students to speak when they are ready.
- Introduce new vocabulary through commands.
- Encourage students to demonstrate understanding through actions.

Language Experience Approach and ESL

- Identify and conduct an activity of interest to the students.
- Make a list of vocabulary, concepts, and language structures you plan to cover.
- Lead student discussion about the activity.
- Record student recall of and responses to the activity to create a story on a chart.
- Read the story.
- Have students read the story in unison and individually.
- Evaluate and do follow-up activities.

Cooperative Learning and ESL

- Create positive interdependence.
  - Group students together for mutual benefit.
  - Provide for students to share a common outcome.
  - Encourage students to work together.
  - Expect joint success (teamwork).
- Teach students cooperative skills.
  - Establish rules.
  - Form groups and assign roles.
  - Provide tasks for each group to work on.
  - Have groups report findings.
  - Debrief the students.

- Establish effective cooperation.
    - Evaluate the functioning of the groups.
    - Analyze the effectiveness of the groups.
    - Set goals for the next group session.

Natural Approach

- Model the language.
- Use comprehensible input.
    - Use pictures, drawings and realia.
    - Use gestures and body language.
    - Use repetition and restatement.
- Maintain a low-stress environment.
    - Provide support by accepting students' efforts.
    - Encourage students to speak when ready.
    - Focus on meaning, not grammatical errors.
- Provide authentic communicative activities incorporating all four language skills.
- Be aware of the stages of language acquisition:
    - preproduction: nonverbal response
    - early production: simple responses
    - speech emergence: phrases and sentences
    - intermediate fluency: combining phrases and sentences

Whole Language Approach and ESL

- Select a theme based on student interest.
- Provide motivational experiences.
- Read a thematically relevant story.
    - Use big books.
    - Use books that have a predictable story and use repeated language patterns.
- Reread the story, encouraging students to join in on story refrains.
- Share ideas.
    - Ask and answer questions.
    - Have students retell the story and act it out.
    - Expand students' oral language.
- Have students read the story as a group or individual activity.
- Extend understanding.
    - Provide related reading.
    - Develop oral and written activities that extend the theme.

TOTAL PHYSICAL RESPONSE

Introduction

Total Physical Response (TPR), developed by California psychologist James J. Asher,* is an interactive model of language acquisition that capitalizes on the strategies parents and children use when demonstrating and developing a first language. TPR operates on the principle that students learn best in an environment relatively free of anxiety and in which language is heard and used for real reasons and real needs.

TPR procedures may vary according to the size of the group, age, language proficiency of the students, and the nature of the lesson. However, there are several basic characteristics common to all TPR lessons:

- Students develop listening comprehension before speaking.
- The teacher introduces new vocabulary through the use of commands.
- Students show comprehension through actions.
- Students speak when they are ready.

Procedure

Here are some TPR sequences that you can say and demonstrate to a student or the class:

Make a Food Face

1. Spread peanut butter on a slice of bread.
2. Add two slices of banana for the eyes.
3. Use raisins to make a nose.
4. Make a happy mouth with marshmallows.
5. Eat! Eat! Eat!

Choosing a Book

1. Go to the school library.
2. Choose a book.
3. Open it.
4. Get your mat.
5. Sit down with your book
6. Read, read, read!.

Be aware that any one step may have to be repeated a number of times depending on students' needs. Students will say the commands when they are ready. Some will join in with the teacher almost immediately; others may prefer to observe and perform the actions for a more extended period of time before giving the commands. You can extend a TPR activity by including previously learned commands.

Also remember to first praise students as a whole group, then in small groups, and lastly individually.

The following steps outline basic classroom procedures for TPR. Make modifications as needed. Steps may have to be repeated a number of times depending on students' proficiency.

- Give the commands and model the actions while students listen and observe.
- Give the commands and model the actions; then the students perform the actions.
- Give the commands without modeling the actions; then the students perform the actions.
- Give the commands without modeling the actions. The students repeat the commands and

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* See Asher, James J. *Learning Another Language Through Actions*, 3rd Edition. (Los Gatos, CA: Sky Oaks Productions, 1988.) A free TPR catalog is available upon request from the publisher at 408-395-7600.

perform the actions.

- Have the students give the commands and other students and the teacher perform the actions.

Implementation

When writing a TPR activity, you must visualize all steps, then sequence and record them. The following questions will guide you in creating a TPR activity.

- Have you included all the steps necessary for completing the action?
- Are there too many steps in the TPR lesson? Six to eight steps are usually sufficient. Longer sequences can be divided into two parts.
- Are the commands short, simple, and clear?
- How will you model the TPR sequence?
- What materials or props are needed, if any? Preparing materials in advance ensures a smooth activity.

Conclusion

Mastery of the TPR technique is worth the effort. Skilled practitioners of TPR integrate visual, auditory, and kinesthetic modalities in their teaching, thus employing a multisensory approach to language acquisition while accommodating students' varied learning styles.

- TPR helps students relax because it lowers what Krashen calls the *affective filter*. Students are engaged in their experience and concentrate on communication rather than on not making errors. TPR creates an environment in which there is little risk of frustration and even less of failure.
- TPR allows for a context-rich environment that uses repetition with variation while providing comprehensible input.
- TPR is compatible with varied teaching styles and techniques.

LANGUAGE EXPERIENCE APPROACH AND ESL INSTRUCTION

Introduction

The Language Experience Approach (LEA) is based on the concept that students are better able to acquire language if it relates to their own experiences and interests. Thus, student-generated stories drawn from personal experiences and interests are used for language development and reading activities. This approach ensures that the relationship between oral and written language is a natural progression.

Procedure

Use the following sequence of steps to develop a language experience activity.

- Select with students a concept or topic to explore. The topics are determined by the students' interests and experiences.
- Identify an activity that will provide a common experience from which students can generate oral language.
- Identify concepts, core vocabulary, and language structures to be modeled and integrated into the activity.

- Conduct the activity.
  - Introduce new vocabulary in context using gestures, visuals, and realia.
  - Engage students in the task.
  - Elicit, extend, and model oral language generated by students.
- Talk with the students.
  - Summarize the activity.
  - Have students retell the steps taken during the activity.
  - Help them sequence the steps.
- Use questions to guide students in composing an experience story.
- Read the language experience story.
  - Read aloud each sentence immediately after it is written.
  - Read aloud the entire story after completion.
  - Re-read each sentence, inviting students to join you.
  - Encourage all students to read the story together.
  - Point to individual words as they are being read.
  - Underline words that the students find difficult and practice saying them.
  - Encourage individual students to read the story.

The following items and activities can be used for evaluation or reinforcement.

— *Flash or Word Cards*. You can use these cards to reinforce vocabulary, sight word recognition, and sentence building. Word cards can also be used to classify words into categories such as animals, objects, foods, and action words. Or students can match picture cards to words on a chart. Groups of word cards can also be organized into phrases and sentences.

— *Sentence Strips*. Cut the chart or its duplicate into component sentences that may then be used for sequencing, matching, or as captions to illustrations.

— *Sentence Scramble*. Scramble the words from each sentence in a story. Students try to recall the proper word order and then organize sentences correctly. They may place the words in a pocket chart.

— *Cloze Procedure*. Eliminate words from the language experience chart by covering them up or by removing them from the pockets. This can serve as reinforcement or as an assessment of learned vocabulary, function words, verbs, or other structures. For example:

Last week we went to the ________(beach, park, circus). We rode on the ________ (bus, plane, horse). First, we saw the ________(trees, houses, snakes) and later we looked at the ________(money, flowers, chickens).

— *Dictation*. Students practice writing words, phrases, or sentences that you say aloud, culminating in the writing of a complete experience chart. First, read the entire selection at normal speed. Then, read it again in thought groups, including punctuation, and have students write what they hear. Reread the passage a third time to enable students to write what they previously missed. Students may then correct their work from the original chart. Students may enjoy reversing roles and dictating difficult words for the teacher or a paraprofessional to write.

— *Personal Dictionary*. Have students make a list of vocabulary words, idioms, or phrases that they are learning to read and spell. An illustration of the word or writing it in a sentence will enhance the value of this dictionary. Encourage students to keep their dictionaries up-to-date.

- *Main Idea Cards*. Copy from reading charts stories or parts of stories onto index cards and write possible titles on separate index cards. Students match titles with texts.
- *Read-Along Tapes*. Make tape recordings or have students make tape recordings of language experience stories. These recordings can then be used with reading charts to foster oral expression.
- *Publication*. Have students copy charts and illustrate them, then share them with friends and take them home to read to parents.
- *Dramatics*. Have students dramatize an experience chart for the class through re-enacting the original activity.
- *Classification Exercise*. Have students classify the vocabulary on the chart, grouping words in logical categories such as foods, clothes, people, or colors.
- *Time Line*. If appropriate, have students make a time line of events in the language experience activity.

Implementation

Language experience charts can follow a variety of formats. The type of chart used for a given activity will depend on the skills, vocabulary, and structures to be taught. Following are some commonly used types of language experience charts.

- *Creative language charts* serve to record students' spontaneous language. For example:

Popcorn

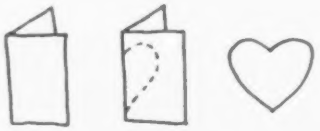
We made popcorn. First we took the kernels and put them in a pot that had hot oil in it. Then we heated the kernels and put the lid on the pot and waited for the corn to explode. When the kernels were big and white, the popcorn was ready.

- *Work charts* reinforce the skill of following instructions and directions. They may also deal with classroom routines or the steps used in carrying out assignments or procedures for an activity.

Note: Students may add illustrations and pictures to the language charts.

How to Make a Valentine

Take some red paper.
Fold the paper like this.
Draw an ear shape.
Now use the scissors.
Cut on the dotted line.
Write "Be My Valentine" on the inside.
Decorate the valentine.



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- *Narrative charts* are the record of shared experiences of the group, such as trips, reactions to a story or reading selection, or observations made about a visual or aural stimulus presented by the teacher or a student.

All About Leaves

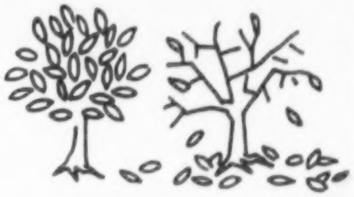
We took a walk.

We saw a tree.

Leaves grew on the tree.

The leaves look like this in the spring.

The leaves look like this in the fall.



Conclusion

The Language Experience Approach motivates students to participate in academic activities by drawing on their interests, experiences, and reactions. Language is learned and used in a natural integration of listening, speaking, reading, and writing. Once a language experience story is completed, the students' story can be made a permanent part of the classroom environment in the following ways:

- Collect group or individual stories in a folder for all students to read.
- Have students illustrate the story.
- Establish a classroom language experience library.

Language experience techniques enable you to enhance students' pride in their creative accomplishments.

COOPERATIVE LEARNING AND ESL INSTRUCTION

Introduction

In Cooperative Learning, students work together in small groups on tasks that require cooperation and interdependence. Students help each other to complete learning tasks and are rewarded for it. For limited English proficient and special education students, learning cooperatively in teams in which "all work for one" and "one works for all" is especially effective. In such a supportive setting, there is a greater potential for enhancing interactions among students as well as dramatically improving their academic achievement .

Principles of Cooperative Learning

1. Tasks are structured so that no one individual can complete them alone.
2. Positive interdependence is fostered and developed.
3. Students work in different teams.
4. Students learn both social and language skills necessary for cooperation as well as for learning academic concepts and content.

Procedure

Cooperative learning strategies include the following steps:

- Form teams. Teams can be of three types: interest groups, random selection, or heterogeneous teams.
- Establish ground rules. Ground rules should consist of two to four observable, teachable behaviors that will assist students in working together successfully. Be sure that they are worded concisely and in a positive way. For example: Use quiet voices. Take turns. Mistakes are okay. The signal to STOP is a ringing bell.

  Either provide the students with the rules for working together or elicit the ground rules from the students. If you elicit the ground rules, have students offer the rules while you list all the ideas on the chalkboard. Then guide the students in choosing the three or four most important behaviors as rules. Finally, model these behaviors for the students.
- Begin with a trust-building activity. Build rapport between student team members by discussing likes and dislikes, similarities and differences; sharing information about families; discussing favorite sports, hobbies, TV programs, pets; or doing together an activity sheet, crossword puzzle, building project, or artwork.
- Explain to the students why they are using cooperative learning, its benefits, and how long they will be working in teams. Tell them about how cooperative learning works and what behaviors you expect as they work together.
- Make sure students of limited English proficiency understand what to do and why. Encourage them to take risks in speaking out and participating by assigning them tasks that will give them an experience of success and a sense of belonging.
- As students work to accomplish the task, monitor the activity to make sure that:
  - — ground rules are observed
  - — the noise level allows for productive collaboration but is not excessive
  - — students give positive reinforcement and avoid negative comments about each other's contributions
  - — all groups stay on task
  - — all group members participate

  Monitoring can also be made part of the group effort by assigning one member the role of monitor, if there are enough group members. Alternatively, the group can discuss its problems as a topic for resolution in order to further develop social skills.

  Remember: the development of collaborative social skills is one of the goals of any cooperative learning activity.
- "Debrief" the students. Summarize the lesson either through team sharing (two teams—a dyad—check each other's work) or by randomly calling on individual teams. Debriefing should be done orally so students can hear positive feedback as well as develop their second language skills. They need to hear that they met their goal, what went well, and what they can work on next time.
  - — Summarize the lesson with the entire class with a few comments like, "Raise your hand if . . ." and "Thumbs up if . . ."
  - — Suggest or elicit the following observations. "You and your partner took turns," "You agreed most of the time," and "You felt safe making a mistake."

— Have the teams talk over the following: "What did you like about working together?" "What did you learn from your teammate today?" and "What did you learn from another team?"

- Ask students to make statements of appreciation. Teams should make affirmative statements of appreciation to end the lesson. You might say, "If you and your partner met the goal of __________, give your teammate a handshake and a pat on the back!" You may want to give sentence starters to help them verbalize their appreciation: "It really helped me when you . . ." " I liked it when you . . ." and "Thanks, I understood the problem when you . . ."

Implementation

Many academic lessons can be adapted by using the cooperative learning format. The following are some cooperative learning structures that you can teach.

- *Jigsaw.* Each member studies part of a selection and then teaches what he or she knows to the other students. Each quizzes the other members until satisfied that everyone knows his or her part well and a total picture emerges.
- *Drill partners.* Students drill each other on the facts they need to know until they are sure that all group members can remember them all. Make sure LEP students are included to as great an extent as possible.
- *Reading buddies.* Students read their stories to each other, getting help from their partners.
- *Homework checkers.* Students compare their homework answers, discuss any questions that they have not answered similarly, correct them, and write the reason for any change. They then staple their homework sheets together and the teacher gives them one grade.
- *Board workers.* Students go to the board together. One is an "answer suggester," one is a "checker," and one is the "writer."
- *Test reviewers.* Students prepare each other for a test. They receive extra points if every member scores above a certain level.

For cooperative learning to be successful, adapt your lessons to include the following characteristics.

- *Positive interdependence.* Design activities that require students to be dependent on each other for learning and completing the activity and make sure students are aware of that dependence.
- *Individual accountability.* Hold each student responsible for his or her learning and other students' learning.
- *Face-to-face interaction.* Allow students to summarize the material orally and elaborate on it.
- *Collaborative skills.* Design activities to encourage cooperation and to develop interpersonal skills.
- *Processing.* Engage in ongoing activities, such as motivating and debriefing, to ensure that the cooperative groups function.

Conclusion

Teamwork, communication, effective coordination, and division of labor characterize most real-life activity. Furthermore, the ability to work collaboratively with others is the keystone to building and maintaining stable friendships, marriages, families, careers, and communities. The most logical way to ensure that students master the skills required in real-life situations is to structure academic learning situations around cooperation. Throughout the process of cooperative learning, students of all ages and levels of language proficiency gain confidence in the use of linguistic and cognitive skills necessary to function in both academic and social settings.

THE NATURAL APPROACH

Introduction

The Natural Approach, developed by Stephen D. Krashen and Tracy D. Terrell,* is based on the premise that students can acquire a second language as naturally as they acquired a first. A second language is acquired effectively when students are engaged in natural, stimulating, and meaningful communicative situations similar to those in which they learned their first language.

Toddlers learn language holistically through the social interactions they experience in their homes. From birth they connect speaking with real-life situations, producing their first language in purposeful settings. Likewise, second language learners acquire proficiency in English when the emphasis is on communicative competence in meaningful situations rather than total accuracy in grammar and pronunciation.

In the natural approach, based on research showing that language develops in stages of gradually increasing complexity, students are slowly introduced to a new language, given in context, and are encouraged to respond through nonverbal means such as pointing, miming, and carrying out a set of commands. They are not forced to speak in complete, grammatically correct sentences, since they will naturally and eventually do so as they internalize the structures of the second language. Furthermore, correct language usage is modeled rather than taught by directly correcting the students' errors. Only in the later stages of language development is more emphasis given to correctness of form.

The use of modeling correct forms to teach English is based on the distinction made in the natural approach between *acquiring* a second language and *learning about* a second language. While *acquisition* of a second language takes place in a way similar to that in which children develop competence in their first language, *language learning* focuses directly on grammar, language rules, and overt correction of errors.

To use the natural approach, become familiar with the following precepts regarding second language acquisition:

- Language learners always understand more than they can produce and should be given opportunities to demonstrate their comprehension nonverbally.
- Speech emerges from, and is preceded by, a "silent period," a time when a great deal of learning takes place through listening, watching, and participating.
- Single-word utterances and short phrases are natural and acceptable language. Language learners will use more extensive language as they become increasingly able to express their

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**The Natural Approach: Language Acquisition in the Classroom*, Old Tappan, NJ: Prentice Hall, 1983 wants, needs, opinions, and feelings.

- Language learning should simultaneously foster a youngster's conceptual development and provide a vehicle for communication.
- The situations and settings for language use in the classroom should be as real and comprehensible as possible. The teacher should incorporate experiences and activities that are culturally relevant to the youngsters while also introducing them to new ideas and information.
- It is practical to assign a classmate as a "buddy" for any ESL student who needs assistance in following the day-to-day routines. Monitor their interaction to make sure the LEP student does not become over-dependent on the partner.

Procedure

The natural approach includes the following elements regardless of the student's level of English proficiency or age:

- Model the language. Provide students with numerous, contextualized examples of the language and the content they are in the process of acquiring.
- Use comprehensible input to support student understanding.
  - Use clear, predictable speech.
  - Speak somewhat more slowly than you would normally.
  - Focus on key words and reduce the use of unfamiliar idioms.
  - Act out your material or use gestures, facial expressions, and body language to help get your meaning across.
  - Use attention-getters and visual cues.
  - Speak in the active voice, not the passive.
  - Speak in relatively short sentences, avoiding dependent clause whenever possible.
  - Simplify your vocabulary whenever possible.
  - Focus the exchange on the here and now.
  - Expand the one- or two-word sentences that students produce through modeling.
- Provide guided practice.
  - Check often for understanding.
  - Give feedback.
  - Elicit comments and ask questions that require students to respond using the language you have been modeling.
- Maintain a low affective filter.
  - Create a warm atmosphere of acceptance and support while reducing stress to foster learning.
  - Allow sufficient "wait time" for students to hear, understand, and formulate their responses.
  - Promote risk taking.
- Focus on meaningful communication.
  - Select activities that are relevant to students' interests and life experiences.
  - Provide contexts that motivate students to engage in natural communication and express their ideas and feelings.

Implementation

All students who acquire language in natural situations go through stages as they develop communication skills. These stages have been designated by Krashen as preproduction, early production, speech emergence, and intermediate fluency. (See the detailed treatment of these stages on the following pages.) By correctly identifying the student's stage of language acquisition, you can select appropriate activities for developing communication skill and enhancing student achievement. Suggestions for the implementation of each stage follow.

Suggestions for the Implementation of the Natural Approach

Stage of Acquisition	Teacher Behavior	Cognitive Skills	Teacher Questions or Strategies	Student Responses
Preproduction	• Use natural speech, but basic vocabulary and sentence structure. • Use physical actions and visual clues (pictures, objects) to reinforce meaning. • Model students' expected behavior. • Repeat featured vocabulary, giving emphasis through repetition and intonation. • Focus students' attention on correct response by modeling and rephrasing.	listening pointing moving miming matching drawing selecting choosing acting out circling	• Use commands to encourage physical responses that demonstrate understanding of vocabulary, such as: Point to Touch Pick up Raise your hand if Stand up if • Ask students to draw, cut, paste, or act out activities.	• Students are able to show comprehension through physical responses to commands. (Responses include such actions as painting, touching, picking up, raising the hand, and standing up.) • Students may also draw, cut and paste, or act out situations to show comprehension.
Early Production	• Use natural speech, but simple vocabulary and sentence structure. • Use physical actions and visual clues (pictures, objects) to reinforce meaning. • Repeat featured vocabulary, giving emphasis through repetition and intonation. • Do not dwell on errors. • Focus students' attention on correct response by modeling and rephrasing.	listing categorizing telling and saying answering naming labeling grouping responding distinguishing	• Ask questions that require one- or two-word responses: Is this an orange? (yes/no response) Is this an orange or an apple? (either/or response) This girl is buying a… (fill-in response) What is this girl buying? (naming response) What can we buy at the market? (listing response)	• Students are typically able to respond with one- or two-word answers to each type of question.

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Stage of Acquisition	Teacher Behavior	Cognitive Skills	Teacher Questions or Strategies	Student Responses
Speech Emergence	• Use natural speech with a simplified tone. • Use visual clues (pictures, objects) to reinforce meaning. • Repeat featured vocabulary, giving emphasis through repetition and intonation. • Do not dwell on errors. • Focus students' attention on correct response by modeling and rephrasing.	recalling retelling defining explaining comparing summarizing describing role-playing restating contrasting	• Ask questions that can be answered with phrases or simple sentences: How are these items alike or different? Tell about your favorite… Which of these objects is….? Why?	• Students are able to respond to questions with natural-sounding phrases or short sentences. • They can be expected to generate original responses. • They will be able to communicate with meaning, though students may make errors.
Intermediate Fluency	• Use natural speech with a simplified tone. • Continue use of visual clues and repetition of featured vocabulary. • Teacher behavior at this level should consist mostly of selecting and describing situations that require students to experiment with and use the language.	analyzing creating defending debating predicting evaluating justifying supporting examining hypothesizing	• Ask questions that encourage and guide discussion: What would you do if…? Tell me about the time you… Which would you prefer…? Do you think….? • Encourage students to expand on their discussions by asking Why? and other leading questions.	• Students are able to produce fluent speech. • They can conduct casual conversations, academic and problem-solving discussions, debates, interviews, and extensive dialogues in communicative situations.

Conclusion

The Natural Approach is a broad categorization, encompassing many of the strategies in this manual that foster second language acquisition. Its philosophy of language acquisition frees students to learn without fear of criticism and frees teachers to work creatively.

WHOLE LANGUAGE APPROACH AND ESL INSTRUCTION

Introduction

The Whole Language Approach is based on the idea that language acquisition, whether oral or written, is a developmental process. The whole language teacher extends and enhances the wide range of values, feelings, interests, and experiences that students bring with them to school by planning activities that are developmentally and individually appropriate. In doing so, the whole language teacher makes use of many of the principles that whole language research shares with second language acquisition theory, listed below.

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- Students develop language when:
  - — communication is meaningful, purposeful, and whole.
  - — the emphasis is on meaning, not on error correction.
  - — topics are based on student interests.
- Students learn a second language in ways similar to those in which they learned their first language.
- Second language learning should be natural and enjoyable. The ESL student acquires language when the input is comprehensible and the environment is low in anxiety.
- The more students hear and use language, the greater their proficiency becomes.
- A classroom rich in language experiences will help students of diverse cultures use language to think and to seek meaning.
- Students learn language at different rates; and language development is a process over time.
- Different kinds of language are used for different purposes.
- Students are naturally motivated to develop language skills as they experience the pleasure of being read to and observe the people around them reading and writing.
- Students learn to read by writing.
- Students learn to write through writing and reading practice.
- Lessons should move from the whole to the particular, be student-centered, promote social interaction, include instruction in all four language skills (listening, speaking, reading, and writing), and reflect the teacher's confidence in students' abilities.

The whole language teacher also uses themes. The thematic approach provides students with many opportunities to engage in varied activities based upon what they know and have experienced. The teacher can get a good sense of students' interests by observing and listening to them as they work and play throughout the day. The teacher then develops student-generated themes that reflect their interests, languages, and cultures.

After a theme is chosen, the teacher can design many activities from the following suggestions:

- display related books, pictures, or objects
- read aloud informational books, stories, articles, poems
- teach songs
- use videos and other available technology
- plan trips
- invite resource people, including parents, to the classroom
- collect theme materials
- brainstorm and discuss the theme
- develop theme-related projects and activities in the content areas
- set up learning and instructional centers related to the theme

Themes may vary in duration. Some may be ongoing throughout the school year, while others may last only one or two weeks. Length of time depends on students' interest and English language proficiency, as well as the scope of the topic chosen. Possible themes could be zoo, farm or jungle animals, the community, and the environment.

Procedure

- Remember that ESL students need a great deal of contextualization to understand the meaning of any activity or story.
- Guide students in the selection of a theme based on their interests and experiences and your curriculum guide.
- Select a motivational experience to set the stage for language acquisition: a trip, a play, an art activity, cooking, a science experiment, etc. The activity should capture the students' interest and get them to think about and share their feelings and ideas concerning the theme.
- Read to the class a book related to the motivational experience. Use a big book or other enlarged-print material to help students see and understand the relationship between the spoken and written word.. Select a book with a predictable story, repeated language patterns, and a vocabulary that is supported by clear illustrations.
- Reread the book. Encourage students to participate by joining in with story refrains.
- Hold an informal discussion. Students can talk about the story, ask and answer questions, retell the story, or pretend to be the characters and act it out.
- Have students read the story as a group, then individually.
- Extend understanding through related reading in the content area and oral and written activities that develop the theme. Puppets, costumes, masks, tape recordings, collage trays, and games may be used.

Ideas for Implementation

- Students can make wordless books using pictures only.
- Students can imitate the language patterns and story structure of simple, predictable books to create their own stories.
- Students can retell stories in their own words and illustrate each scene. Their own language experience stories can be divided into pages and illustrated to make a class big book.
- Students can create books from songs and poems, write the words in enlarged type, and illustrate the books.

Guidelines for Making Big Books

— Use dark colored markers or enlarged computer print so that type is large and clear.
— Use large sheets of tag board or other sturdy paper for pages.
— To bind big books punch holes at the side of the sheets and use metal binder rings or shower curtain rings to hold the sheets together; or use masking or binding tape and, starting with the last page of the book, tape each page to the one preceding it. When all pages are taped together, tape a final strip of strong colorful tape down the spine.
— Big books can also be displayed as wall murals by taping the sheets together accordion style. This allows them to be read like a book or spread out on the wall like a mural.

The Writing Process

In the Writing Process, writing skills are developed through integrating oral language with reading skills. The writing process approaches reading and writing as natural processes and encourages students to communicate their own language in writing as soon as they begin to speak. For example, students learn to write by writing and reading the words that are in their own speaking vocabularies.

Use the following five steps of the writing process to help your students publish their stories. You can adapt these steps to meet the needs of individual students and different writing situations. For example, young writers may not be interested in revising their work. For these students, omit or modify some steps of the process. Keep in mind that only selected pieces of writing are developed through all five steps.

- Prewriting

  Provide students with prewriting experiences that help them develop ideas and organize their thoughts. These experiences should be motivating and involve students in gathering information on a topic or theme. Prewriting activities include:
  - Using students' experiences from home or school.
  - Brainstorming to explore what students know about a topic from their own experiences and knowledge.
  - Exposing students to literature.

- Drafting

  When students write they can do the following:
  - Use invented spelling.
  - Use a pictorial letter chart to assist them with their spelling.
  - Use a picture or class dictionary.

- Sharing and Responding to Writing

  Although second language learners may not be ready to read English, they can share their written work.
  - Use pictures or illustrations.
  - Read a story aloud for peers and act as "author for the day."
  - Dictate a story to an adult who will write it down.

- Revising Writing

  Most students' work can be revised with teacher assistance through the following activities:
  - Model steps for revising students' written work.
  - Have students help each other revise.
  - Offer "mini lessons" on aspects of writing.
  - Have students investigate different ways to begin a story by examining various favorite story books.

- Publishing

  Class bookmaking is an effective way to recognize each student's authorship. Students' books should be published, shared with the class, and displayed around the classroom. There are many ways to publish students' work:
  - Display it on walls.
  - Bind it in big books, little books, accordion books, and shape books.

— Write letters.
— Record students reading their stories on audio- or videotape.

During writing activities in a warm, supportive, educational environment, students who are learning English can enlarge their vocabulary and practice common usage by interacting with peers and the teacher. The literacy-rich classroom draws students into the writing process and makes them feel a sense of pride through their authorship. By following the five steps of the writing process, you can help young students start on the road to literacy.

The Writing Process for ESL Students

The process of writing method of teaching writing provides a clear, adaptable framework for ESL writers at all developmental stages. It is an excellent method for students learning a second language.

Due to its emphasis on starting with the child's own speaking vocabulary, the writing process is a useful strategy in the whole language ESL classroom. The writing process creates a print-rich environment, filling the ESL classroom with writing and related language experiences even when some students may still be developing literacy skills in their native language while they are learning English as a second language. The writing process promotes and develops literacy skills regardless of an individual student's level of proficiency in English.

Throughout the writing process you should emphasize the message more than the mechanics of writing. Moreover, by exposing students to writing strategies on a daily basis, you can model a variety of literary forms as well as formal writing conventions to encourage children to acquire writing skills. While offering a wide array of writing activities and learning modalities, keep in mind the linguistic and developmental needs of the students. Encourage each student to write frequently and for many purposes, yet provide for different learning styles reflected in the culturally diverse classroom.

Keep in mind the following writing process concepts:

- Student writing is valued.
- Students write frequently for an authentic audience.
- The environment is language- and literature-rich.
- The environment is print-rich.
- Students write in many modes, i.e., labels, lists, notes, and directions. Later, students can write descriptions, letters, poems, and reports.

Techniques used to teach writing to students in a meaningful interactive way include the following:

- copying and tracing
- the language experience approach
- daily journal writing
- guided composition
- dictated sentences and stories

In preparation for the introduction of the writing process, be aware of the following:

- Communication of the message is paramount.

- The process provides a useful and flexible framework for writers at all developmental stages.
- Modalities should be adapted to suit the needs of individual students and different writing situations.
- Students become better writers when they use process writing and are encouraged to take risks.

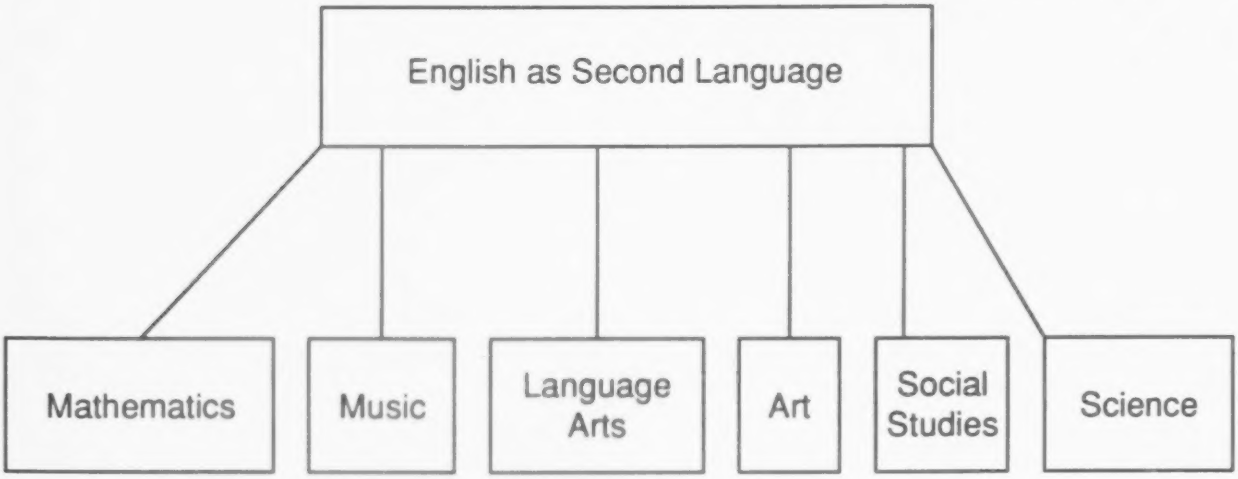
The following will help you in implementing the writing process:

- Introduce ESL students to the process of writing as soon as they begin speaking in social and classroom situations.
- Have ESL students draw pictures of those concepts that they cannot express orally or in writing. In beginning writing, the pictures and drawings can form the basis of the composition.
- Have ESL students keep a daily journal. They can write their own words, sentences, or stories independently. One advantage of having a daily journal is that it provides a record of writing development.
- Accept the natural language of the student in beginning stories even though the syntax and grammar may not be correct. Students will be exposed to correct language usage through modeling, shared reading experiences, songs, poetry, and chants.
- Allow students to use a word processing computer program to record their experiences. You can guide students in editing their work.

Conclusion

The Whole Language approach provides literacy experiences that integrate the four strands of language—listening, speaking, reading, and writing. Whole Language recognizes the fact that language development is a personal and social achievement and, thus, must be approached holistically. It also fosters the joy of reading and creates a greater appreciation for the richness and beauty of language.

ESL IN THE CONTENT AREAS: ADAPTATIONS AND STRATEGIES*



INTRODUCTION

Students learn best when they are actively involved in the learning process through discovery and exploration. It is important for limited English proficient students in general and special education programs to be provided, in their native language and through ESL methodologies, with primary experiences and opportunities for exploring and developing firsthand knowledge of themes.

LEP students enter school with a range of cognitive and linguistic skills in their first and second languages; thus, many LEP students learn linguistic and critical thinking skills at the same time they are learning content area material. However, when students, in learning a new language, focus on a content area rather than just on linguistic form, that language is learned not as an isolated subject but as a tool for communication, cognitive development, and evaluation of experiences. ESL and content area instruction, therefore, need to be combined not only for the beginning but also for the advanced students. ("Beginning" and "advanced" are determined by both linguistic competence and critical thinking skills.) Linguistically, one of the ways this can be accomplished is by using the method known as "scaffolding," a technique in which the teacher elaborates and expands on children's early attempts to use language, thereby facilitating effective communication at a level somewhat beyond the children's actual linguistic capabilities.

An approach that accommodates the teaching of English as a second language in a content area while addressing critical thinking skills is Sheltered English. An interactive ESL program, sheltered English uses contextual language and visual aids in content area instruction to make instruction more comprehensible without "watering down" the subject matter.

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*Parts of this section have been adapted from *Integrating Content Area and ESL Instruction: Lesson Plans for Grades 3-8*, Board of Education of the City of New York, Division of Bilingual Education, 1985.

Goals of Teaching ESL in Content Area Instruction

- Help students improve their English language proficiency.
- Teach content area skills and concepts.
- Teach higher-level thinking skills.
- Promote literacy.

Procedure

An integrated approach can be implemented in programs serving all grade levels. It can assist students ranging from beginners with no English competence to those who have mastered social English and are in the process of developing more advanced academic English. (On the differences between social and academic English, see page 79.) Integrated instruction brings cognitive development and language development together. Thus, learning becomes more interesting and academically valuable while the content provides real meaning.

- Develop content area lessons that give students concrete experiences in a variety of curriculum subjects and that use ESL strategies and techniques to help students express observations, state opinions, and draw conclusions.
- Use the cognitive objective to determine the linguistic objective of each content area lesson. This ensures that language instruction is built around real-life, purposeful experiences and activities.
- Consider the linguistic objective for each lesson as a focus, but do not use it as a strict grammatical control. For example, certain content area activities will lend themselves to the incorporation of particular linguistic items:

Content	*Language Focus*
Science experiment using leaves	**Verbs:** imperatives "Measure the leaf." **Adjectives**: comparatives: -er "Look for the larger leaf." **Pronouns**: interrogative: which "Which leaf is larger?"
Map of Puerto Rico	**Verbs**: modals: can "Can you show me your country?" **Prepositions**: of place: in "Is San Juan in Puerto Rico?"
Bar graph of favorite flavors	**Pronouns**: interrogative: how many "How many prefer chocolate?" **Nouns**: singular possessives: 's "What is Jean's favorite flavor?"

- Vary the classroom activities in each lesson to meet the cognitive and linguistic needs of different students. Be aware that students in general and special education come to the ESL classroom with varying proficiencies in language and cognition. Some students with greater English language competence may lack skills in certain cognitive areas. Other students who are less proficient in English may be functioning with a high degree of cognitive competence in their native language.

- Incorporate the four skills of listening, speaking, reading, and writing into the ESL lessons.
- Base activities on instructional techniques that have proved successful in the ESL classroom, such as:
  - — total physical response
  - — songs and jazz chants
  - — cooperative learning activities
  - — art projects and illustrations
  - — language experience activities
  - — big books and shared readings
  - — dictation

These strategies for developing language, cognition, and critical thinking help to meet the needs of heterogeneously-grouped students. All students bring their unique experiences and own knowledge to the learning task, but limited English proficient students bring them from their own cultural backgrounds as well. A skilled ESL teacher recognizes cultural similarities and differences and uses them to enhance and enrich the learning process.

SOCIAL AND ACADEMIC ENGLISH

According to Cummins, there are two types of English language proficiency: social, which he calls Basic Interpersonal Communication Skills (BICS); and academic, which he names Cognitive Academic Language Proficiency (CALP). Basic Interpersonal Communication Skills denotes a student's ability to function conversationally in English and "survive," or negotiate, everyday situations. Cognitive Academic Language Proficiency refers to a student's ability to function academically in English and is critical for success in school. Teachers must remember that the two are not totally separate aspects of language functioning, but exist on a continuum of language use that students gradually acquire as they develop during the pre-school and school years.

While peer-appropriate communication (BICS) is generally achieved within two years, it often takes five to seven years to achieve English proficiency for academic tasks (CALP) on a par with native speakers of English of the same age. In a definition provided by the New York State Teachers of English to Speakers of Other Languages (NYS TESOL), an effective and successful ESL program addresses the development of both social and academic English. It allows students to learn English systematically and cumulatively, moving from concrete to abstract levels of language in a spiraling fashion. Academic English must be developed in a classroom setting in which a variety of ESL methods or approaches are used to develop the cognitive, academic, and content-specific English language skills necessary for LEP students to succeed in the mainstream.

COGNITIVE INVOLVEMENT AND CONTEXTUAL SUPPORT IN CONTENT AREA LESSONS

Research strongly suggests that language acquisition is based on input that is meaningful and understandable. Language acquisition takes place when there are multiple opportunities for understanding and using language in a setting in which students feel little anxiety. Cummins states that educators must be aware of the communicative and cognitive demands involved in the

Classification of Language and Content Activities within Cummins' Framework*

Nonacademic or Cognitively Undemanding, Context-Embedded Activities	**Nonacademic or Cognitively Undemanding, Context-Reduced Activities**
Quadrant A • Develop survival vocabulary • Follow demonstrated directions • Play simple games • Participate in art, music, physical education, and some vocational education classes • Engage in face-to-face interactions • Practice oral language exercises and communicative language functions • Answer lower-level questions	**Quadrant C** • Engage in predictable telephone conversations • Develop initial reading skills such as decoding and literal comprehension • Read and write for personal purposes, e. g., notes, lists • Read and write for operational purposes, e. g., directions, forms, licenses • Write answers to lower-level questions
Academic or Cognitively Demanding, Context-Embedded Activities	**Academic or Cognitively Demanding, Context-Reduced Activities**
Quadrant B • Develop academic vocabulary • Understand academic presentations that employ visuals, demonstrations of a process, etc. • Participate in hands-on activities • Make models, maps, charts, and graphs in social studies • Solve word problems in math assisted by illustrations • Participate in academic discussions • Make brief oral presentations • Use higher-level comprehension skills in listening to oral texts • Understand written texts through discussion, illustrations, and visuals • Write simple science and social studies reports with format provided • Answer higher-level questions	**Quadrant D** • Understand academic presentations without visuals or demonstrations • Make formal oral presentations • Use higher-level reading comprehension, e. g., inferences and critical reading • Read for information in content subjects • Write compositions, essays, and research reports in content subjects • Solve word problems in math without illustrations • Write answers to higher-level questions • Take standardized achievement tests

*Based on Chamot, Anna Uhl, J. Michael O'Malley, and Lisa Küpper. *Cognitive Academic Language Learning Approach: CALLA Training Manual.* Arlington, VA: Second Language, Inc., 1988.

SAMPLE ACTIVITIES FOR EACH OF THE FOUR QUADRANTS

Quadrant A: Nonacademic or Cognitively Undemanding, Context-Embedded Activities

- Show the students pictures or photographs of families sharing and working together at home. Help students identify family members in the pictures.
- Ask students to bring in pictures, photographs, and/or names of family members. Students can draw pictures of their families in their native or new countries.
- Demonstrate through a TPR activity how to make a paper bag puppet of a family member.

Paper Bag Puppet

1. *Take a paper bag.*
2. *Draw a family member's face on the bottom.*
3. *Make a mouth at the fold.*
4. *Put the puppet on your hand.*
5. *Make believe your puppet is that family member.*
6. *Talk to him or her.*
7. *Tell the class who your puppet is.*

- Elicit from students words in their languages that express family relationships.
- Keep a wall or a large bulletin board clear for displaying family trees. Each student can draw various members of the family and place them on the branches of the trees. Later have the students describe their families to the class.

(You can extend this lesson into Quadrant B through activities such as printing name cards.)

Quadrant B: Academic and Cognitively Demanding, Context-Embedded Activities

- Read a story about a family.
- Discuss the cover picture and author.
- Point to words on each page to demonstrate correlation of spoken word to written word. Invite students to read the words with you.
- Allow the students, on a second or third reading, to demonstrate their knowledge of the concepts in the story through gestures and their own pictures. Take advantage of the illustrations with each reading to provide opportunities for extended conceptualized practice.
- Print word cards using the vocabulary from the story and have the students illustrate them.
- Write some of the sentences from the text of the story on sentence strips. Have the students copy the sentence strips and place them in story sequence.
- Create an "I Love My Family" multicultural bulletin board.

Quadrant C:
Nonacademic or Cognitively Undemanding, Context-Reduced Activities

- Read stories based on multicultural family themes.
- Talk about where the students and their family members come from.
- Have students list family members and special days they celebrate.

(This activity could fall within Quadrant B through the use of greater contextualization and cognitive demands. For example, the teacher engages students in role-plays based on family experiences, such as traveling from their native country, moving into an apartment, getting ready for dinner, or having fun together. In addition, students can engage in musical activities, including songs, chants, rhymes, and lullabies that relate to family experiences.)

Quadrant D:
Academic and Cognitively Demanding, Context-Reduced Activities

- Have students report on their favorite family in the literature they have read.
- Have students write descriptive stories with your assistance.
- Read and record their stories on a cassette to be placed in a listening center.

TARGETING CONTENT AREA SKILLS

Lessons should focus on developing the following content area skills.

Students will be able to:

- Understand and interpret maps.
- Classify and group things that are in some way alike. (Study them, discuss them, and make decisions about them.)
- Understand key ideas, e. g., put details together in order to derive the most important ideas.
- Summarize and outline, e. g., reword what has been read or said and summarize it. Key words can be organized into an outline.
- Predict and infer.

TARGETING ESL SKILLS

Lessons should focus on developing the following language skills:

Students will be able to:

- Follow directions.
- Understand and respond to questions.
- Understand basic structures, expressions, and vocabulary.
- Understand and respond to spoken narratives.
- Match spoken words, sentences, and descriptions to pictures.
- Match spoken words, sentences, and descriptions to written sentences.

- Ask for and give information and directions.
- Follow conversational sequences.
- Role-play fixed and free dialogues.
- Read aloud and with expression.
- Read poems aloud in unison with others.
- Use correct word pronunciation, stress, and sentence intonation.
- Improve pronunciation through rhymes, games, and songs.
- Decode words and read sentences.
- Present oral reports.

PREPARING AN ESL IN CONTENT AREA LESSON

Prepare

- Develop a plan.
- Identify the objectives of the lesson and put them in outline form.
- Analyze the materials needed.
- Consider the special instructional needs of your students.
- Anticipate and prepare for any effects and reactions due to the different cultural values that students bring from their prior experience.
- Introduce vocabulary by utilizing a multisensory approach. Use visual aids, realia, gestures, and body movements to make words understandable to the students.
- Use familiar vocabulary words to introduce new vocabulary.
- Eliminate unnecessary words that intensify but do not affect meaning.
- Paraphrase or shorten sentences to simplify structures.
- Use familiar synonyms and antonyms to extend vocabulary or to clarify.
- Examine the text and identify the tense(s) needed to introduce the concept.
- Introduce and use consistently procedural words that indicate what must be done.
- Organize the material into small, easily attainable, and sequential steps.

Present

- Announce the global theme of the lesson.
- Set up a hands-on experience in the classroom or go on a field trip.
- Tap students' prior knowledge.
- Help them organize their thoughts.
- Teach the more difficult vocabulary.
- Use a variety of strategies in teaching new materials to reach students with different learning styles.

- Provide clear transitions and markers for key points throughout the lesson.

Practice

Evaluate Students' Understanding

Follow-up

STAFF DEVELOPMENT ACTIVITY: AN ESL IN SCIENCE LESSON

Use the information introduced and discussed in this section and the succeeding pages to develop an integrated ESL in content area lesson plan.

- Read "The Story of a Caterpillar" and review its accompanying activity sheets.*
- Write content and linguistic objectives for your lesson using the attached outline.
- List the vocabulary words essential to this lesson.
- List ways you could use the materials for your lesson and note what preparation will be necessary.
- Describe the ESL techniques specific to your plan and the developmental procedure of your lesson. Be specific about the what, where, when, and how of your procedure. Remember, your approach should clearly demonstrate how the lesson will integrate language and content.
- Decide how you will evaluate the learning outcomes.
- Write some activities that could expand on what students have learned and further integrate the content with other subject areas.
- Integrate literature to extend the science concepts.

*Adapted From: *Crossroads A Content Area/ESL Guide for Special Education.* New York City Board of Education, Division of Special Education.

ESL in Content Area Lesson Plan

Objectives

Content
Students will be able to:

Linguistic
Students will be able to:

Vocabulary

Materials

Preparation

Procedure

Evaluation

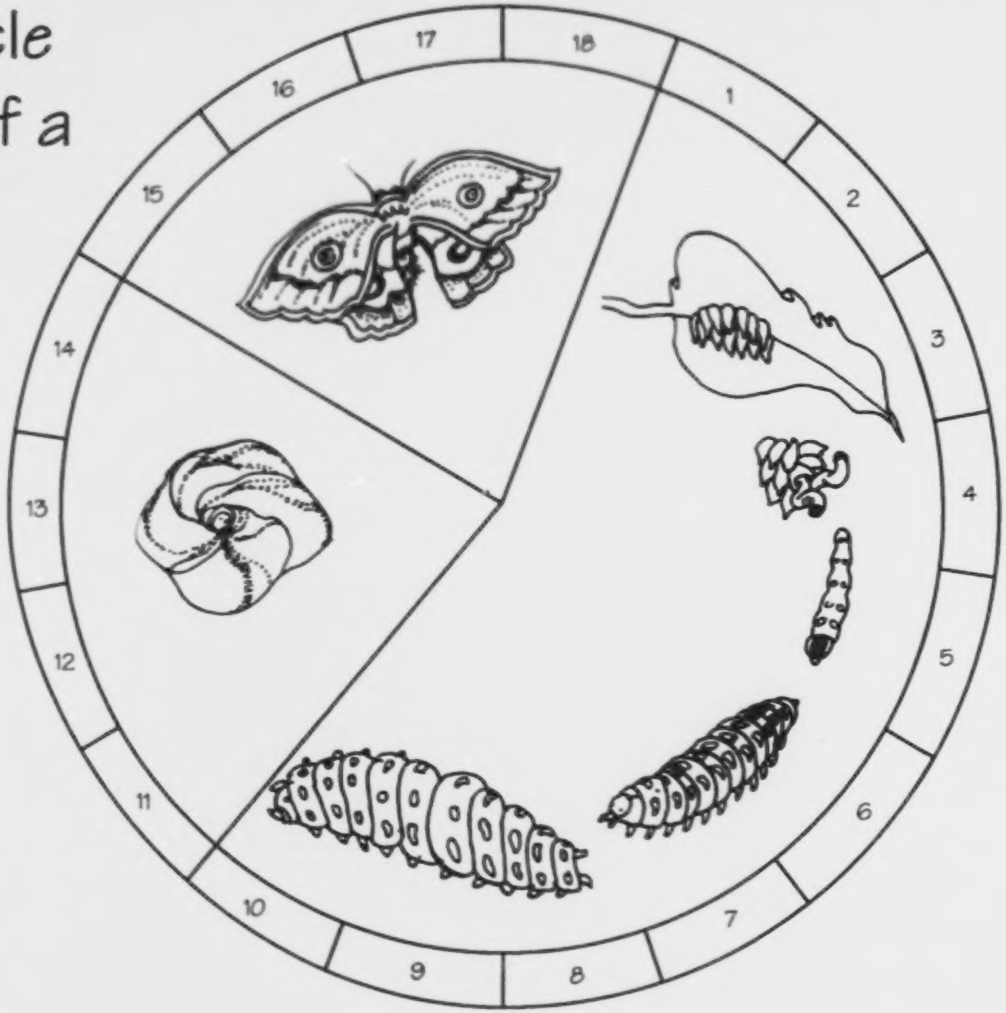
Follow-up Activities

Adaptations

The Story of a Caterpillar

A baby caterpillar hatches from an egg.
It eats its own eggshell.
The caterpillar has eyes, legs, feelers, and a mouth.
As time passes, it changes colors.
It grows larger and starts to spin a cocoon.
As the caterpillar spins its cocoon, it turns into a pupa.
After a few weeks, a moth comes out of the cocoon.
The moth has spots on its wings.
These spots protect the moth.
The spots frighten birds.
The moth eats leaves.
It flies at night.
It finds a mate.
It lays its eggs, and the life cycle continues.

The Life Cycle Sequence of a Caterpillar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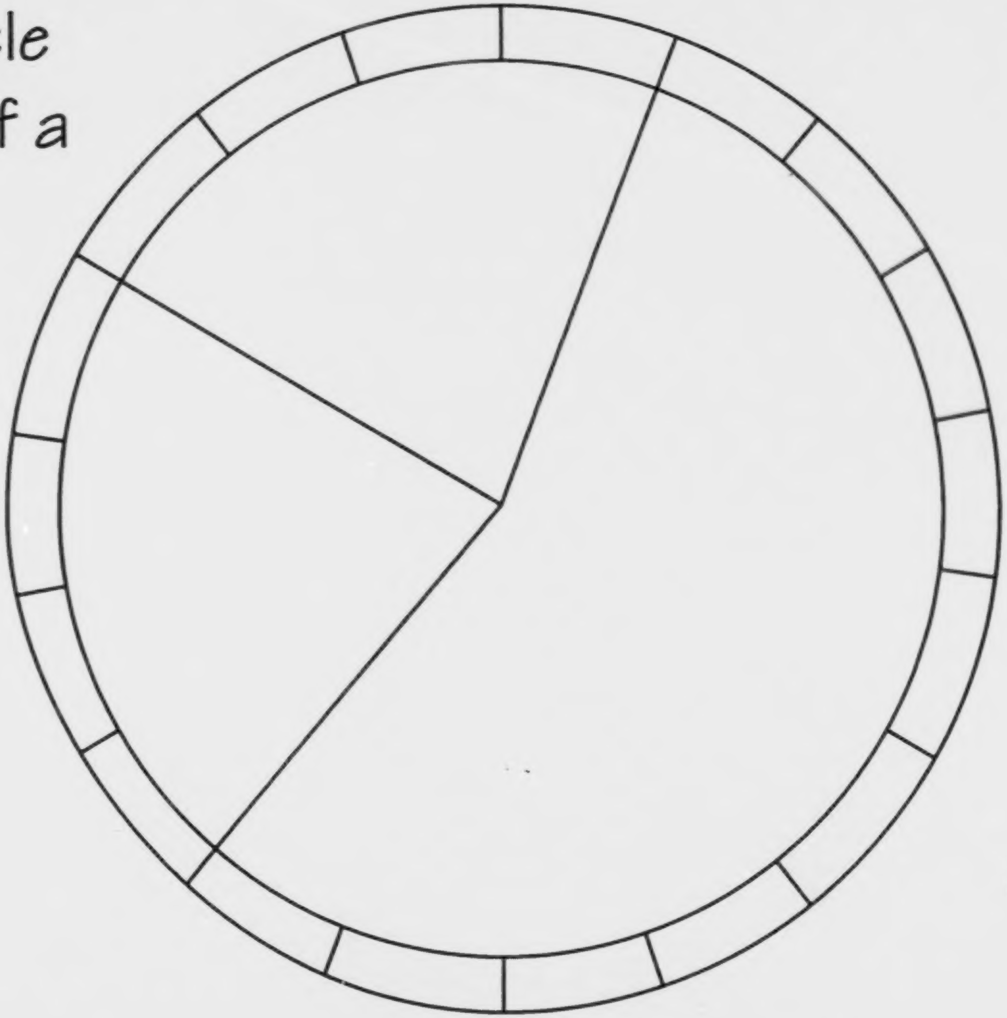
The Life Cycle Sequence of a Caterpillar



INDIVIDUALIZED EDUCATION PROGRAMS FOR LEP STUDENTS IN SPECIAL EDUCATION

As stipulated in the Title VI Public Law 94-142, section 504, an Individualized Education Program (IEP) shall be developed for each limited English proficient (LEP) student in special education. Once the student has been identified as eligible for special education, recommendations are made by the Committee on Special Education (CSE) and the development of the IEP is begun.

The following points are considered when developing the IEP:

- instruction in subject areas and cognitive development in the native language and/or in English, as appropriate
- reinforcement of the student's use of the native language when appropriate
- intensive ESL instruction
- instruction that focuses on the student's abilities (linguistic and cognitive) while targeting the area of disability
- the extent to which the student will participate with nondisabled (both LEP and English proficient) students in the mainstream setting

Parents are active participants in the development of the IEP for students with limited English proficiency. They have the right to be informed in their native language of all procedures. An interpreter is provided at all meetings if the parents cannot communicate in English.

The IEP for limited English proficient students should include the following:*

- the student's classification
- the student's present levels of performance in both the first and second language
- recommended special and regular education programs, including Bilingual Instructional Services
- recommended related services and the language in which they will be delivered
- date of initiation of special education and related services, amount of time the student will receive such services, and the language in which they will be delivered
- testing modifications related to the student's disability and linguistic abilities in the first and second languages
- specialized equipment
- annual goals indicating:
  - — language of instruction for each goal
  - — goals for English as a second language acquisition
  - — the use of ESL methodologies when instruction is in English
  - — goals for the development of native language skills when appropriate

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*These lists were adapted from *Guidelines for Service to Students with Limited English Proficiency and Special Education Needs in New York State*, New York State Education Department, Division of Bilingual Education and Office for the Education of Children with Handicapping Conditions, January 1990.

  — multicultural curriculum adaptations

- a sequence of short-term objectives leading up to each goal, indicating:
  — language of instruction for each objective
  — use of ESL methodologies when instruction is in English
  — multicultural curriculum adaptations
- appropriate objective criteria and schedule for evaluation
- evaluation procedures consistent with the student's linguistic abilities in the first and second languages
- opportunity to interact with nondisabled students (both limited English proficient and English proficient) in the mainstream setting

VERBS FOR DEVELOPING ESL PERFORMANCE OBJECTIVES

Use the following verbs in writing ESL performance objectives for LEP students at the various stages of language acquisition. (See Facilitating Language Development, pages 19 - 30, and the section on the Natural Approach, pages 68 - 71, for a detailed treatment of the four stages.)

Pre-Production

Students are characterized by:

- minimal comprehension
- no verbal production

listen
point
move
show
draw
select
choose
imitate
find
underline
match
circle
act (act out)
follow
locate

Early Production

Students are characterized by:

- limited comprehension
- one- and two-word responses

name
label
group
list
categorize
tell (say)
complete
classify
produce
respond
answer
discriminate

Speech Emergence

Students are characterized by:

- increased comprehension
- use of simple sentences
- some basic errors in production

recall
retell
define
explain
describe
restate
contrast
record
recite
compare
speak
differentiate
summarize
role-play
write

Intermediate Fluency

Students are characterized by:

- very good comprehension
- use of more complex sentences
- fewer errors in production

analyze
create
defend
debate
predict
criticize
simplify
evaluate
justify
support
generate
defend
infer
expand
modify
propose
develop
formulate
hypothesize
synthesize

ESL VOCABULARY CATEGORIES

These lists of vocabulary categories are designed to help you choose contexts for lesson objectives at all levels of proficiency. The lists guide you in focusing on specific vocabulary areas that are relevant to your class. You should then select vocabulary by considering the frequency of use of the words and the particular concepts to be developed.

The Basic Vocabulary Categories encompass the survival skills needed both in and out of school. They also encompass the subject areas, which are integral parts of the overall ESL program. The categories you select for developing should be based on the cognitive objectives for a given grade and subject.

The Advanced Vocabulary Categories continue the development of social and academic language. Vocabulary from basic categories should be recycled and used on a higher level.

Remember to develop lessons based on the cognitive, linguistic, and literacy needs of your students. After introducing vocabulary, spiral it into subsequent lessons by using it, thus reinforcing it, in a variety of contexts. Spiraling gives the student many opportunities to grasp vocabulary and concepts. Related listening, speaking, reading, and writing activities will also continue to develop the student's fluency and literacy in English.

Categories

(Select from list appropriate topics for early childhood interests)

Activities and Chores
Art
Arts and Crafts
Animals and Plants
Body
Clothing and Accessories
Colors
Community
  Buildings, such as a bank, factory, hospital
  Shops, such as a bakery, drug store, flower shop
  Occupations and Professions and Their Tools and Equipment
  Cultural Concepts
Emergency Terminology, such as ambulance, 911
Family Members
Food and Meals
Games and Toys
Health and Hygiene

  - Illnesses, Aches and Pains
  - Medical and First Aid Supplies, and Drugs
- Hobbies and Recreation
- Holidays and Celebrations
- House
  - Rooms
  - Furnishings
  - Household Items
- Materials: Natural and Manufactured, such as cottons and fabrics
- Measurement and Quantity, such as inch, quart, kilogram
- Money
- Music
- Nationalities, Languages, and Countries
- Numbers: Cardinal and Ordinal
- Physical Characteristics
- Physical Sensations and Emotions
- Reading, such as author, illustrator, table of contents
- School
  - Personnel
  - Objects and Supplies
  - Rooms
  - Subjects
- Science
- Social Studies
- Shapes and Sizes
- Sports and Equipment
- Time
  - Parts of the Day
  - Days of the Week
  - Seasons
  - Time Divisions, such as minute, hour, day
  - Tense Words, such as *now, later, tomorrow night,* and *long ago*
  - Telling Time
  - Date Expressions
- Transportation
- Weather

SAMPLE ESL GOALS AND OBJECTIVES

The following are sample goals and objectives by subject area for English as a Second Language students.

Writing

Annual goal:

- Amina will be able to write simple sentences in English.

Short-term objectives:

- Amina will be able to write sentences that describe what is happening in five pictures. Each sentence will consist of three to five words and will use appropriate sentence structures.
- Amina will be able to unscramble and rewrite four or five sentences.
- Amina will be able to write a short story of three or four sentences.

Math

Annual goal:	• Jean-Louis will expand his English mathematics vocabulary.
Short-term objectives:	• Jean-Louis will be able to match the corresponding word and symbol for all numbers from 1-20.
	• Jean-Louis will be able to count in English from 1-20 using counters.
	• Jean-Louis will be able to identify the first ten ordinal numbers using flannel board cutouts.
	• Jean-Louis will name in English the operation represented in eight to ten equations presented on a chart (e.g., addition, subtraction).

Communication Arts

Annual goal:	• Kim will continue to expand his ESL receptive and productive vocabulary.
Short-term objectives:	• Kim will be able to point to the picture that corresponds to the word presented on a flash card.
	• Kim will be able to comprehend and role play four or five routine classroom directions.
	• Kim will be able to illustrate in his vocabulary picture book eight to ten words that were presented in a chart.
Annual goal:	• José will refine his English pronunciation and intonation patterns.
Short-term objectives:	• José will be able to pronounce correctly, in chants and songs, words with long vowel sounds.
	• José will be able to participate in an open dialogue using the appropriate intonation pattern for declarative sentences and questions.

SAMPLE ESL SHORT-TERM OBJECTIVES RELATED TO LANGUAGE SKILLS

The following chart* offers sample objectives that are grouped according to the types of language skills they fulfill.

Listening	Speaking	Reading	Writing
Student will listen to a jazz chant on weather and repeat two lines.	Student will name the four seasons.	Student will identify items in a clothing ad (sizes, colors, prices).	Student will circle pictures of articles of clothing appropriate to the season.
Student will arrange picture words to show the sequence of events in the story "A Snowy Day."	Student will tell how to dress appropriately for each season.	Student will read the temperature on a thermometer.	Student will write two sentences about what he or she likes to do in each season.
Student will point out proper dress from illustrations in a picture dictionary after listening to a winter weather forecast.	Student will role-play a situation in a clothing store .	Student will locate and circle three words in a word-find puzzle.	Student will write the correct adjectives in three out of five sentences.
Student will follow directions and pantomime typical winter activities.	Student will share likes and dislikes about winter.	Student will read a short story about winter and answer detailed questions.	Student will rewrite words in a scrambled sentence.

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* Adapted from *ESL-SEDAC (Special Education Developmental Activities Curriculum)*, Division of Special Education, New York City Board of Education, 1985.

SAMPLE ESL LESSONS

THE GINGERBREAD MAN: ESL IN MATH AND COMMUNICATION ARTS

Approach Whole Language Approach

ESL Level Beginning

Behavioral Objectives

Students will be able to:

- recite and apply the language pattern "Run, run as fast as you can. You can't catch me—I'm the Gingerbread Man!"
- identify story characters.
- dramatize the story using stick puppets.

Structure contractions "I'm" and "can't

Vocabulary

gingerbread	farmer	woman	can't
I'm	fox	cat	catch
who	run	cow	fast

Materials flannel board with figures, sentence strips, craft sticks

Motivation

- Display a picture book of "The Gingerbread Man." Use the illustration in the book to encourage students to predict what the story will be about.

Procedure

- Read "The Gingerbread Man" aloud to the class.
- Reread the story and have students join in with the refrain, "Run, run as fast as you can. You can't catch me—I'm the Gingerbread Man!"
- Have students read the story chorally.
- Ask comprehension questions, for example, "Who chased the boy?" Include all the characters who chased the Gingerbread Man. Use flannel board figures to reinforce the identification of the characters and the rhyme.
- Present the refrain in print form on a sentence strip, and have the students read the sentence strip with you as you point to words. Connecting the spoken words to the visual sequence of actions in the refrain strengthens students' conceptual ability to follow and remember the order of events, and develops recognition of sight words.
- Rewrite the refrain on a separate sentence strip. Cut up the sentence into single words for one-to-one word correspondence with the original sentence strip refrain. Have students match and read the words. Provide blank sentence strips for students who prefer to write their own refrain.
- Invite students to make gingerbread stick puppets (see the art resources at the end of this activity).

- Have students act out or retell the story, creating original endings using stick puppets.

Extensions

- Bake gingerbread men (cookies) with your class. Use visuals and realia wherever possible to introduce concepts such as the following:
  - — measuring (cup, teaspoon, tablespoon)
  - — shapes (circle, rectangle, square, triangle)
  - — size (small, big)
  - — parts of the body (head, arm, leg, eyes, mouth, nose, hair)
  - — counting
  - — cooking and safety rules
- Using the models provided (see resource model at the end of activity), have students make masks of the characters to act out the story.
- Have students work in pairs to write two questions they would like to ask to each of the characters. Assist students with recording their questions. Students then play "Hot Seat." A student role-plays one of the characters and the rest of the students interview him or her.

Adaptations

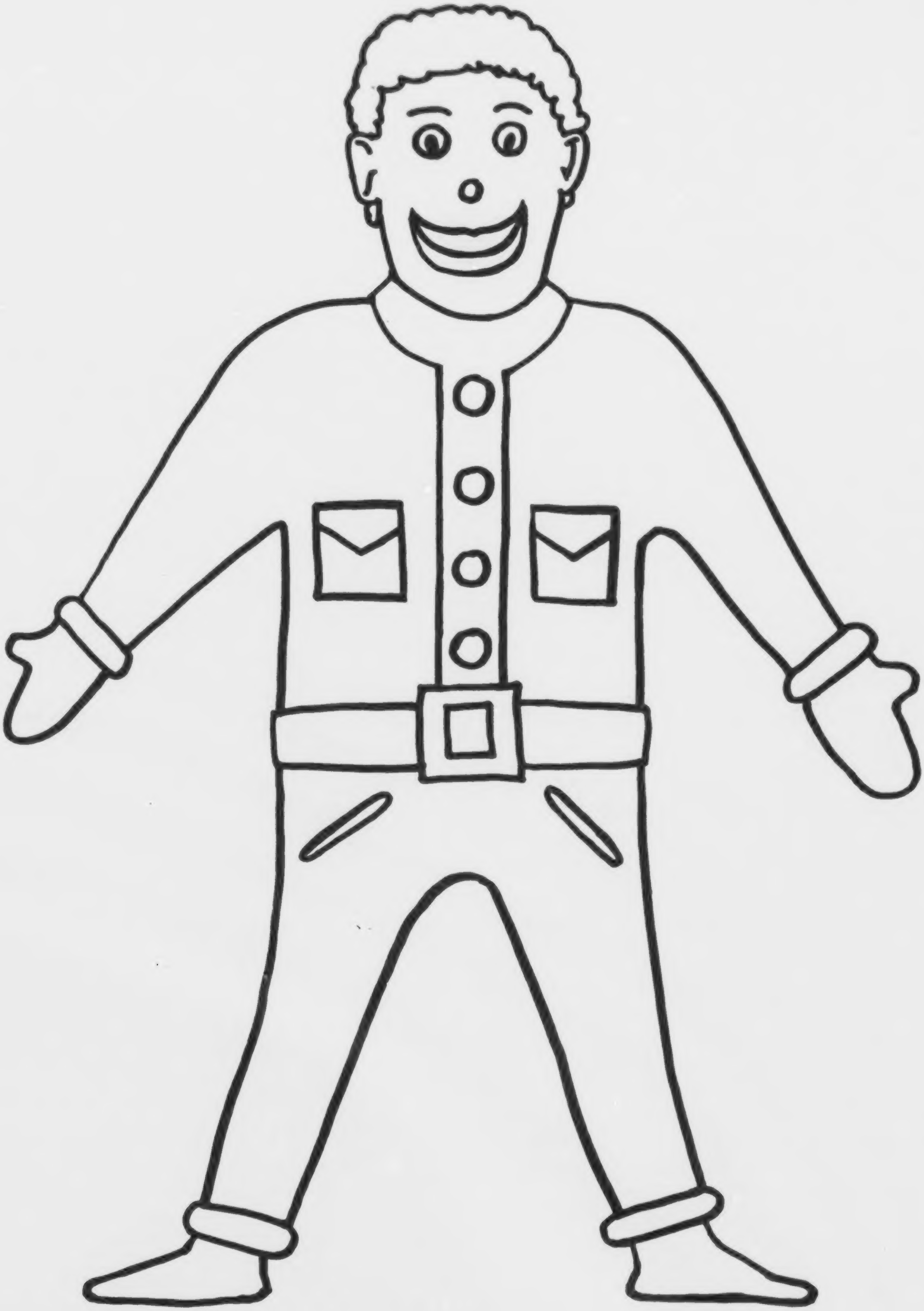
- For language-impaired students with difficulty sequencing, use other rhymes that tell simple stories, such as "The Eensy Weensy Spider," in which the plot is a series of four events in logical sequence. Provide illustrations to develop understanding of vocabulary.

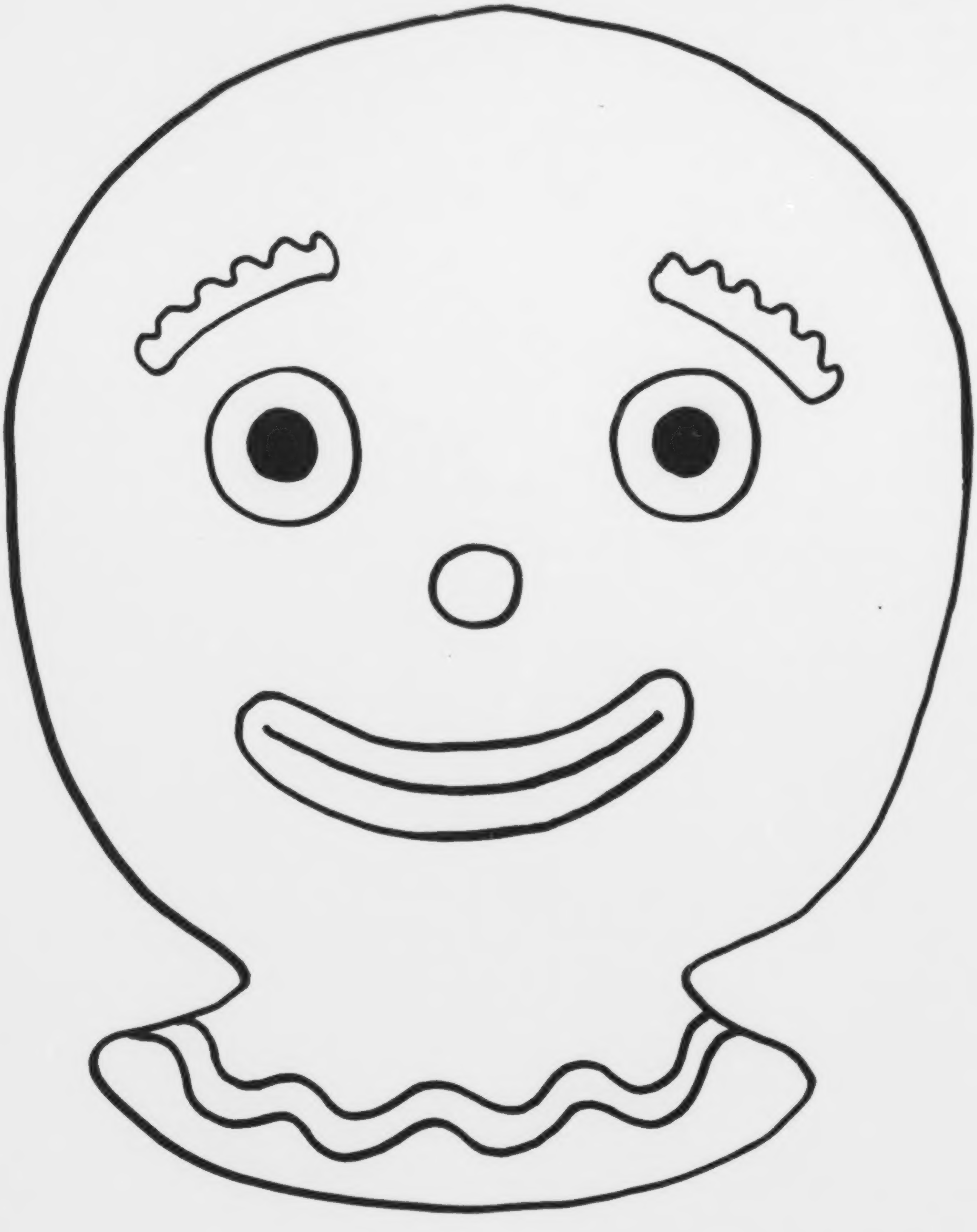
Rhyme	*Actions*
The eensy weensy spider	Thumb to forefinger of
went up the water spout.	opposite hand for "spider climb."
Down came the rain	Flutter fingers down for rain.
and washed the spider out.	Sweep hands out and to sides.
Out came the sun	Arms make circles over head.
and dried up all the rain,	
and the eensy weensy spider	Imitate spider climbing.
went up the spout again.	

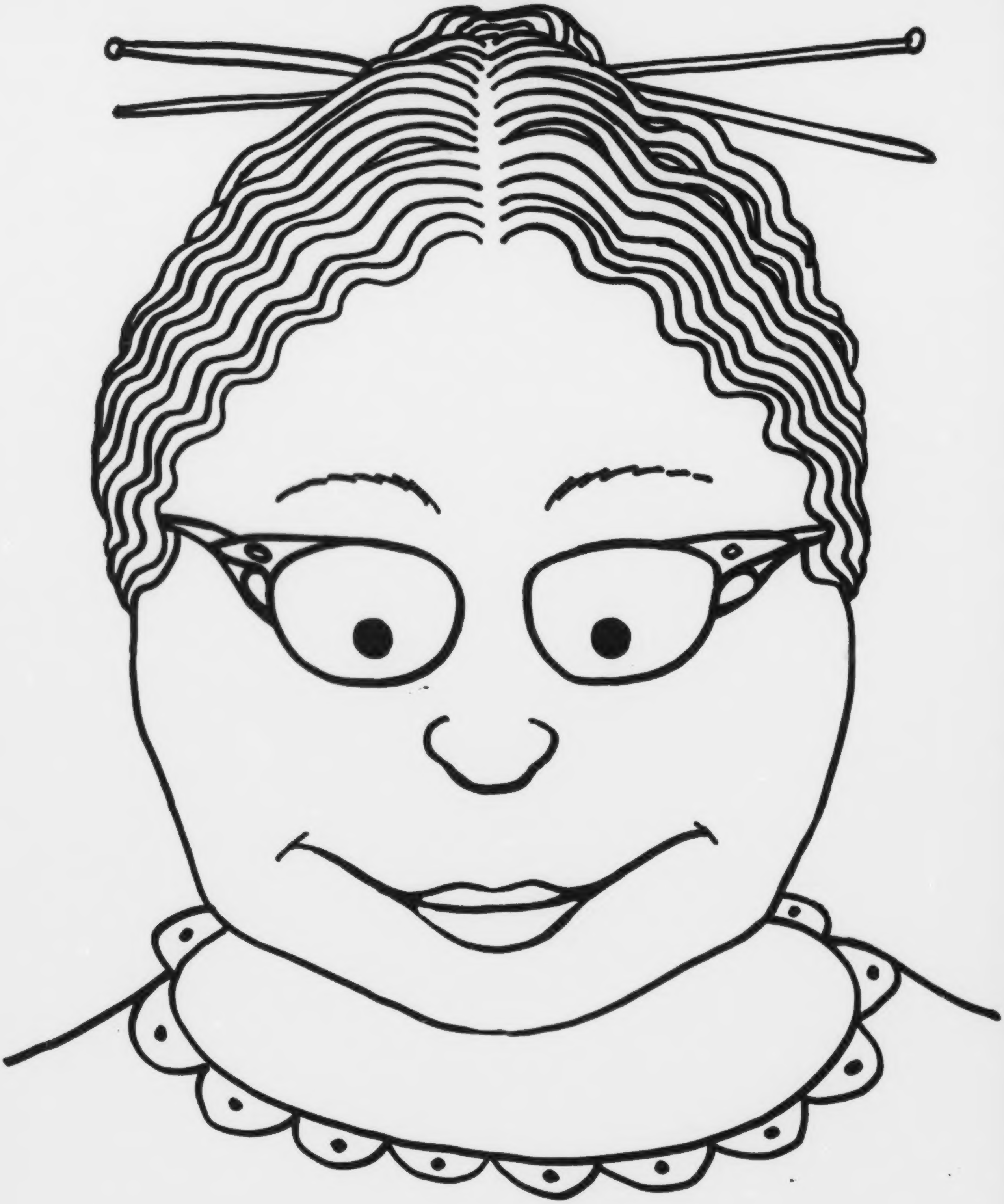
- Write the rhyme on sentence strips for sequencing. Have students use illustrations of the rhyme to help them order what happens first, second, third, etc.
- For students with articulation problems due to hearing loss or cognitive delays, teach finger plays or poems that have compelling rhythmic qualities. For instance, a student who is having difficulty with the /f/ sound will benefit from learning and reciting this action rhyme:

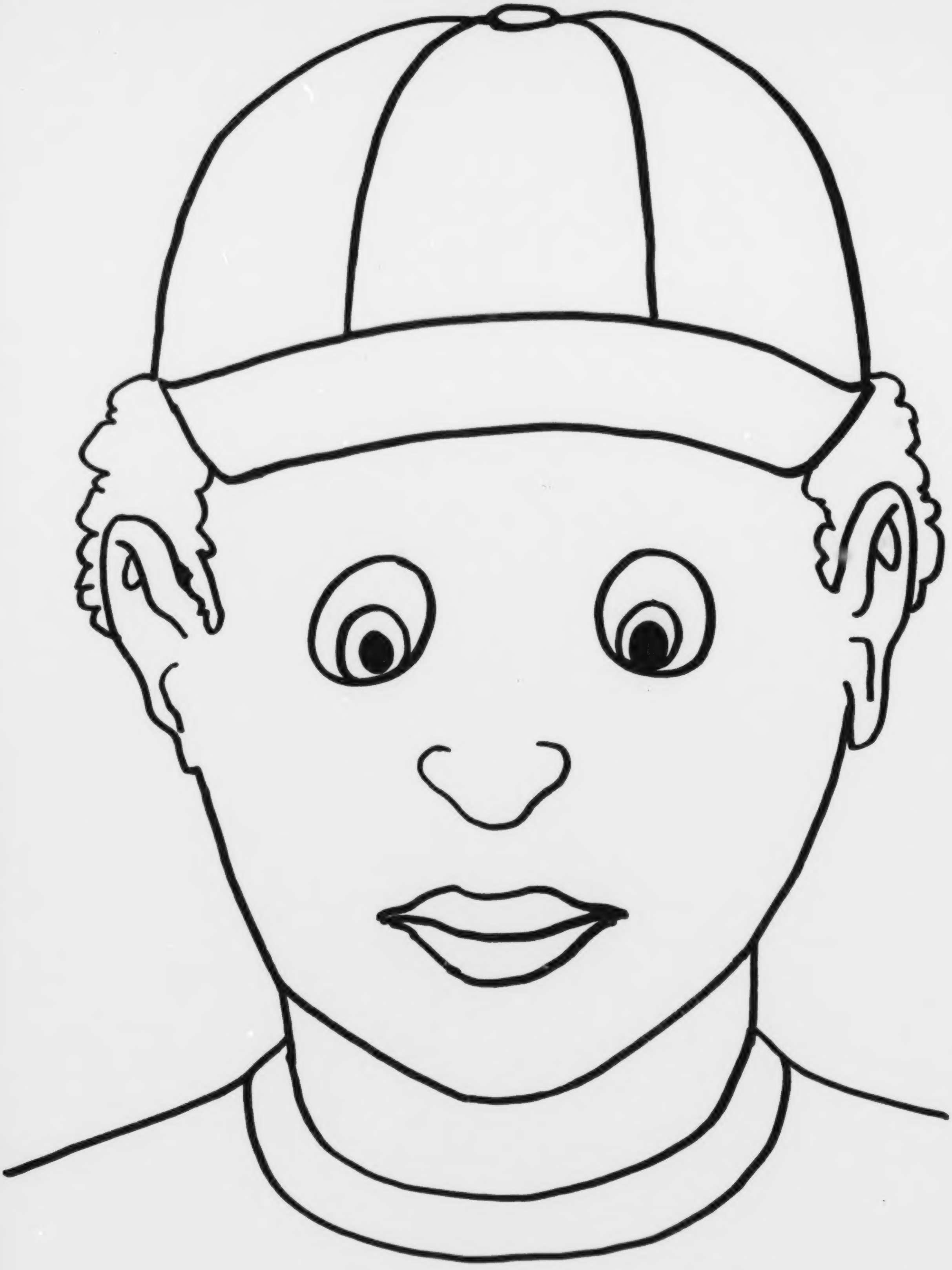
Rhyme	*Actions*
Fee, fi, fo, fum,	Count fingers, starting with pinky.
See my finger,	Make a fist; extend index finger.
See my thumb.	Extend thumb.
Fee, fi, fo, fum,	Count fingers again, then make fist
Finger's gone	with index finger and thumb extended.
So is thumb.	Bend index finger down.
	Bend thumb down.

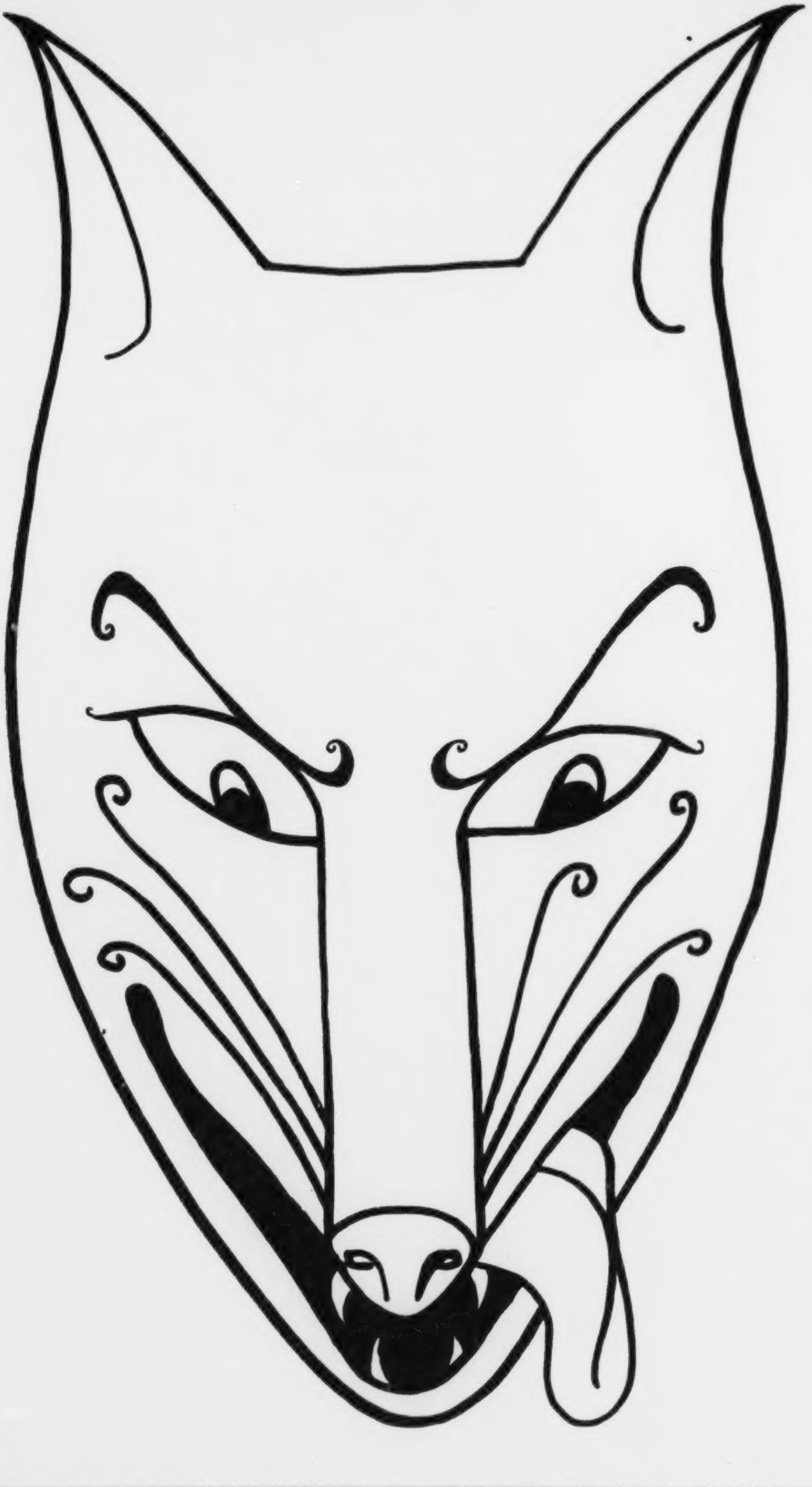
- For the student with a visual impairment, contact the Library of Congress and its regional libraries. They will provide you with record players, tape recorders, and headsets. Each week they will send you records, tapes, and cassettes for student use.

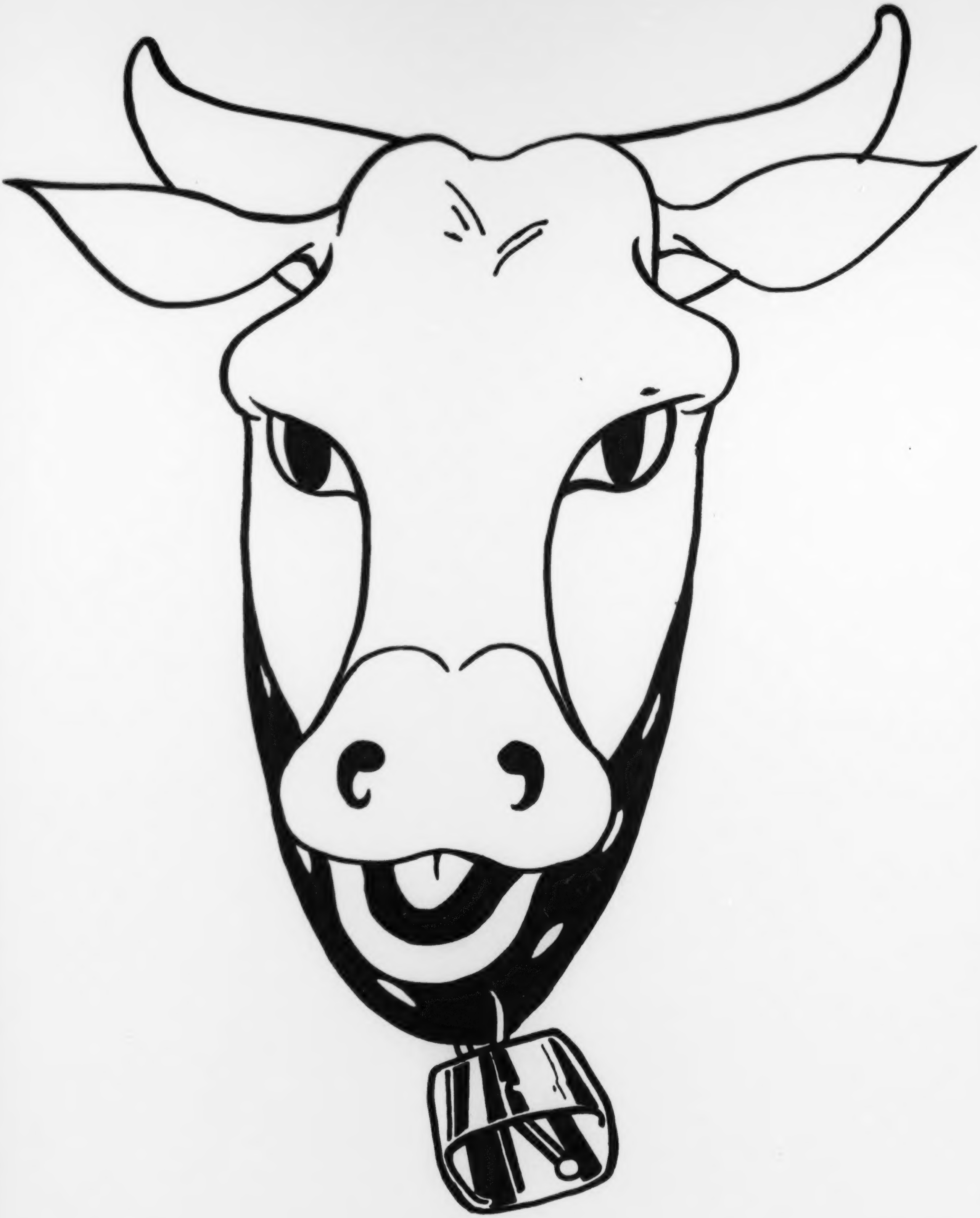


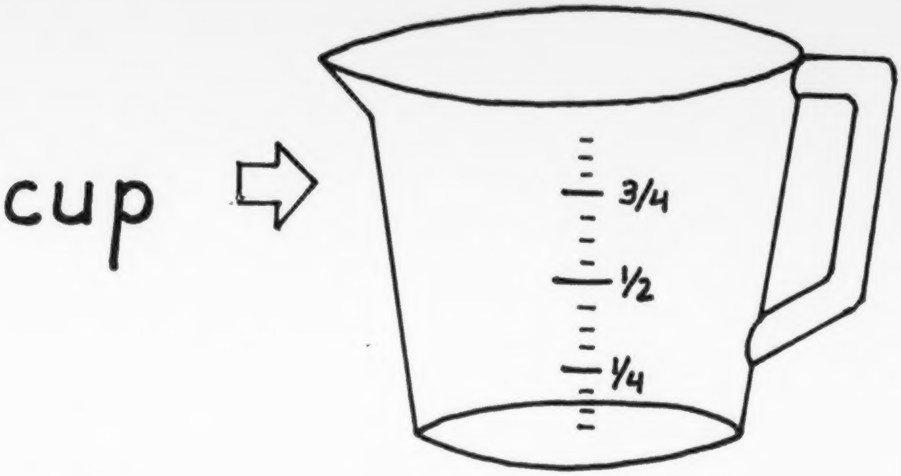








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3/4
1/2
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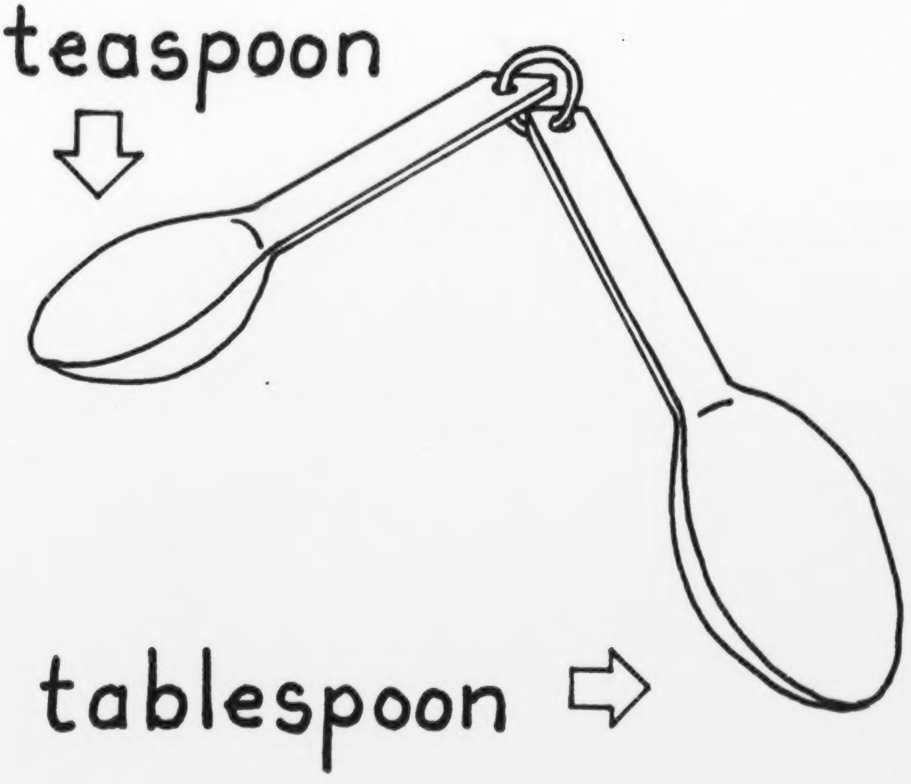
teaspoon
tablespoon

TAKING A PICTURE: ESL IN COMMUNICATION ARTS

Approach Total Physical Response (TPR)

ESL Level Beginning

Behavioral Objectives

Students will be able to:

- take a picture by following the demonstrated steps.
- act out prepositions following teacher's commands to pose for pictures.

Structures commands, prepositions

Vocabulary

look
pick up
press
smile

in front of
behind
next to

photograph
camera
button

Materials photographs, cameras, photo album

Motivation

- Have students bring photographs from home to share with the class. Use your own photograph, as large a photograph as you have available, to elicit language in context. Point to clarify meaning.

Teacher: This is a picture of my family.
This is my mother.
My father is behind my mother.
My brother Joe is next to me.
My sister is in front of Joe.
Who is in your picture?
Student: Mama./Three brothers./My two sisters.
Teacher: Who is (in front of/behind/next to) your ________________?
(Point to the person you are referring to. Use only one preposition in each question.)
Student: Jamal is in front. /Kareem is next to Jamal.
(Give students the opportunity to respond by pointing, if appropriate.)
Student: Isabel is in front.
(Expand on student's language by modeling response.)
Teacher: Yes, Isabel is in front of your mother.

Procedure

- TPR Activity: Taking a Picture.

Announce to students that they will be taking class pictures. Show the camera and model the steps to take a picture. (See pages 61 - 62 in this guide for a detailed treatment of TPR procedure.)

1. Pick up the camera.
2. Tell [name] to stand behind [name].
3. Tell [name] to stand in front of [name].
4. Tell [name] to stand next to [name].
5. Tell everybody to smile.
6. Press the button.

- Elicit from students the steps you followed in taking the picture and list them on a chart or blackboard. (What did you do first? What did you do next?)
- Ask your students to practice taking a picture with you.
- Ask different students to take pictures of their classmates using a real camera (preferably a Polaroid) following the steps demonstrated in the TPR activity.
- While students are posing for pictures, ask students where they are standing, who they are standing next to, behind, or in front of.
- When the photos are developed, mount and display the pictures in a class album. Practice prepositions by asking questions about the pictures. Add captions to each photo using the students' responses.

Extensions

- Provide multiple and varied opportunities to reinforce prepositions of place through activities such as cooking, painting, working with clay, cutting with scissors, pasting, or working with wood. Students follow a TPR procedure to complete a project. For example, "Paste the circle next to the triangle." "Color the flowers in front of the tree blue."
- Play the game "Twister" with the students. Throughout the game reinforce prepositions of place. For example, ask: "Who is next to Michael?" "Where are you, Amira?"
- Supply students with scissors and magazines. *National Geographic* is an excellent source. Have them cut out pictures of family groups from around the world to create a collage. Students can dictate or write short descriptive sentences about the families they have chosen.

Adaptations

- For the physically-impaired student, encourage as much participation as possible. Use supports (walkers and crutches) as needed and have an adult push a wheelchair if necessary. Assign the child to be a caller.
- For the visually impaired child, use physical prompts until the verbal prompts can be followed. For example, move in relation to the student, saying "I am next to you , I am behind you, I am in front of you." Phase out physical assistance as soon as possible.
- Students with auditory discrimination difficulties may be unable to differentiate words between similar sounds. Examples:

  in/end
  off/on
  around/round

  far/fire/for
  left/lift
  front/from

  You must directly teach the vocabulary, one concept at a time. Reinforce frequently during the day.

A PARADE OF FRUIT: ESL IN SCIENCE*

Approach Total Physical Response (TPR)

ESL Level Beginning

Behavioral Objectives

Students will be able to:

- identify and name various fruits.
- recognize that fruits have seeds.
- follow oral directions.
- arrange five pictures in a sequence.
- identify colors.

Structures nouns, commands

Vocabulary

apple
banana
pear
strawberry
cherry
watermelon
orange
date
kiwi
mango
papaya
guava
pineapple
peach
passion fruit
lemon
lime
tangerine
grapefruit
grape
plum
pomegranate

Materials fruits, pictures of fruits, basket, blindfold, kitchen utensils, trip slips

Motivation

- Select words from the vocabulary based on students' prior knowledge and the availability of the items. Begin with the fruits children are familiar with. Bring in or ask students to contribute to class a few common and less familiar fruits.
- Ask the class, "What things do we find in fruits?" or "What do fruits have inside?" Cut up an orange, an apple, and a plum. Have children discover seeds and observe the different types. Elicit language to describe the seeds' colors, shapes, and sizes. Children can cut up additional fruit using plastic knives and then categorize seeds on a sorting chart.

Procedure

- Say: "Today we are going to meet someone who loves fruit." Read *The Very Hungry Caterpillar* by Eric Carle.
- Ask students, "What fruits did our friend the caterpillar eat?" Place these fruits on a tray. "Who likes apples?" "What colors are apples?" (Red, green, yellow.) "What other fruits do you like?" "What colors are they?" List answers on the board and display pictures.
- Let students explore the various fruits through touching and smelling. Include fruits with different textures such as pineapple and kiwi. Ask students to name the fruits they are

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* Original lesson contributed by Graciela Muñoz, Pre-Kindergarten Specialist, P.S. 30X, Early Childhood Center.

handling and to identify their colors. Introduce names they do not know. Have each student select one fruit to purchase.

- Invite students to play a blindfold game. Volunteers are blindfolded and asked to pick a fruit from the collection. Ask them to touch, smell, and then name the fruit and its color. Have them comment on the size, shape, and texture.
- TPR Activity: Making Fruit Salad:

  Read aloud and model with hand movements the following steps for preparing fruit salad. Display a prepared chart with the steps. (See pages 61 - 62 on Total Physical Response for details on the procedure.)

  1. Wash your hands.
  2. Rinse the fruit.
  3. Cut the fruit.
  4. Put the fruit in a big bowl.
  5. Mix the fruit.
  6. Serve the fruit salad.
  7. Eat!
- Have the class prepare the fruit salad following your oral instructions.
- Have the class make a picture book on making a fruit salad:
  - — Provide students with pictures of making a fruit salad. (See art resources at the end of this unit.)
  - — Have students color, cut, and paste each picture on a separate page of the book.
  - — Have the students write text for each picture or help them write text by taking dictation.
  - — Staple the pages together to make a book .
  - — Encourage the students to read or tell the story.

Extensions

- Play an auditory memory game. Have students sit in a circle with pictures of fruits available. Display a picture of an orange on the chalkboard and model the pattern, "I'm going on a picnic and I'm taking an orange." Students repeat after you, and then follow the pattern saying, "I'm going on a picnic and I'm taking a/an ________________ ." Advise students to look at the pictures and choose a fruit not mentioned. As each child names a fruit, display the corresponding picture.
- Develop and practice one-step directions. Distribute a fruit activity sheet (see the art resources). Provide your students with crayons and tell them to listen carefully and follow your directions. Be sure to use clear one-step directions. For example: "Color the banana yellow." Make eye contact as you talk to the students. Repeat directions and have students retell directions to ensure comprehension.
- Reinforce vocabulary during play time while students play supermarket with artificial fruits. Have students write a shopping list (scribble and invented spelling are acceptable).
- Role-play being cashiers, customers, and supermarket employees. Use a toy cash register and realia.
- Play a riddle game. Say, "What am I? I can be red, green, or yellow. I am round. I can be made into pies, butter or sauce. What am I?" Have students guess what your are.

- Visit your local supermarket or vegetable stand. Be sure to arrange the visit with the store manager. You may want to invite parents to accompany the group. Follow up with a language experience story that describes the trip and what was learned.
- Sing with students the fruit song "Food's Found" by Elise S. Lindgren. The song names a variety of fruits.
- Guide students in planting seeds in clear plastic containers and observing how seeds evolve into a plant. You can use discarded seeds from the fruit salad.
- Make an egg carton caterpillar. (See art resources at the end of the unit.)

  You will need:

  empty cardboard egg cartons
  pipe cleaners
  tempera paint
  glue
  glitter
  buttons

  — Cut cartons into four sections (3 egg cups per section).
  — Distribute one sections to each student.
  — Guide students in painting their sections.
  — Show students how to decorate their sections with glitter.
  — Add buttons for eyes.
  — Affix pipe cleaners as antennas.

Adaptations

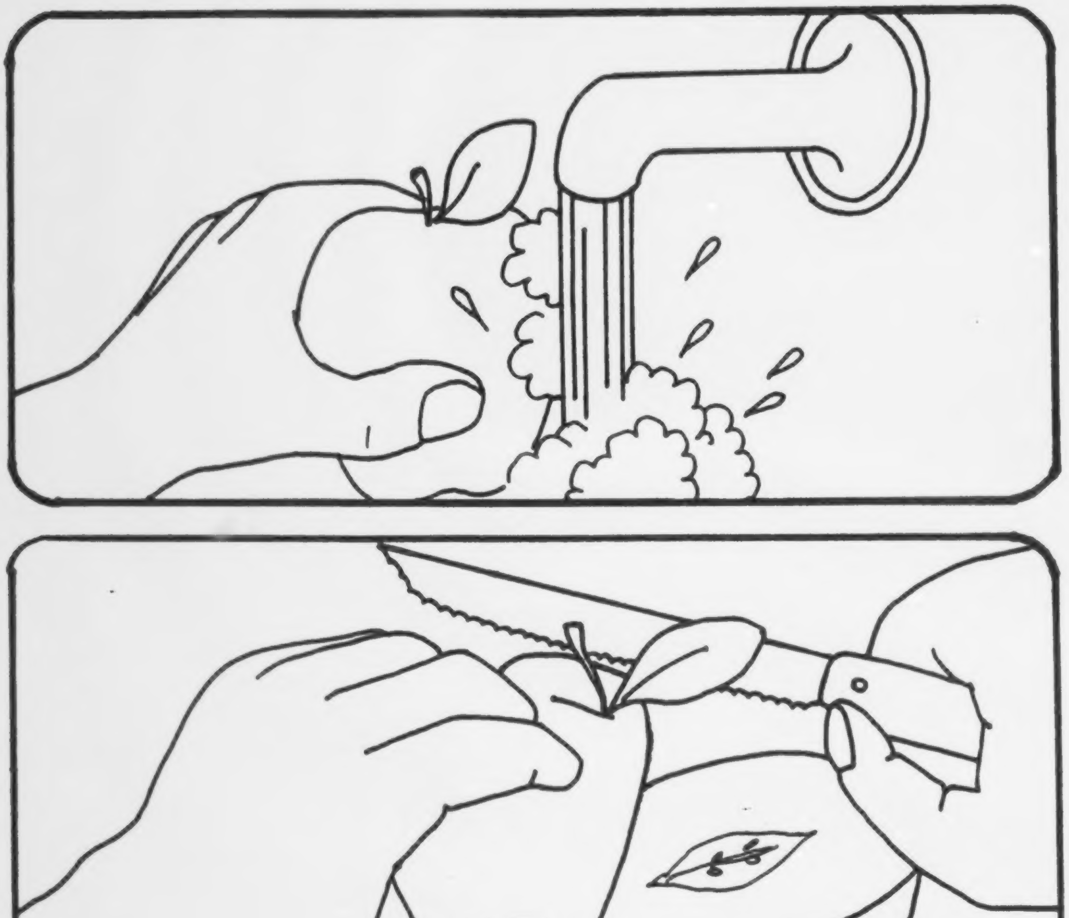
- Have students recite and dramatize a traditional finger play to enhance language acquisition and comprehension.

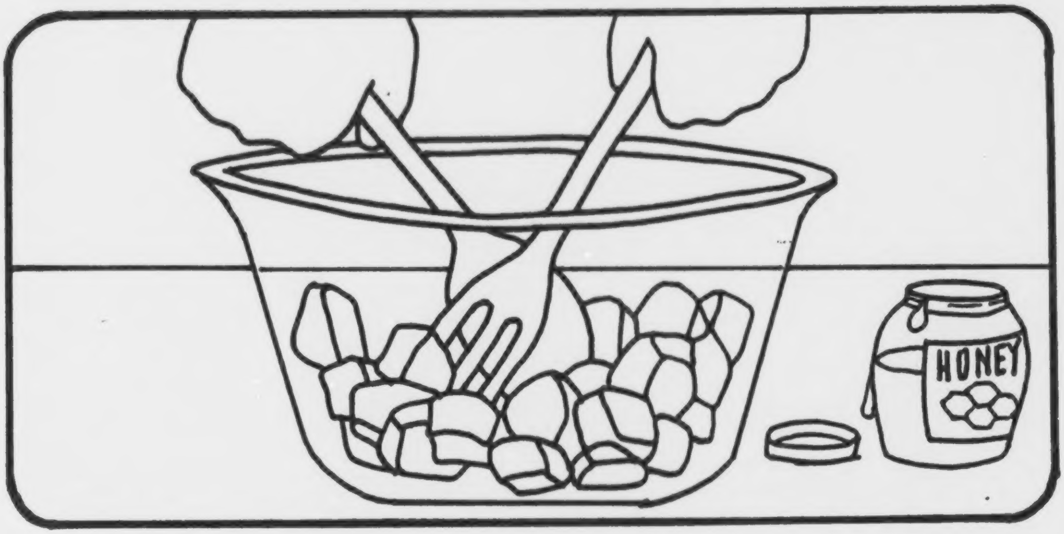
  The Apple Tree

  Away up high in an apple tree.
  (Point up)
  Two red apples smiled at me.
  (Form circles with fingers)
  I shook that tree as hard as I could.
  (Pretend to shake tree)
  Down came those apples,
  And mmmmm, they were good!
  (Rub tummy)

  Model finger movements for students. Invite students to join you, chanting and acting out the finger play.

- For the student who experiences difficulty cutting with scissors because of a visual problem, trace the outline of the shape with a thick black marker. Students who experience delays with fine motor coordination may not have the strength or dexterity to manipulate the scissors. In these situations use double-handed training scissors that allow the teacher to cut with the student, or easy-grip scissors that are "self-opening" requiring only slight pressure to cut with them, or sure-cut safety scissors that are made with plastic handles and plastic-covered blades so the scissors are safe. They cut paper, cardboard, and cloth and may be used with equal ease by both left-handed and right-handed students. Remember to use paper that is easy to cut. Avoid paper that is too thick, thin, flimsy, or stiff.

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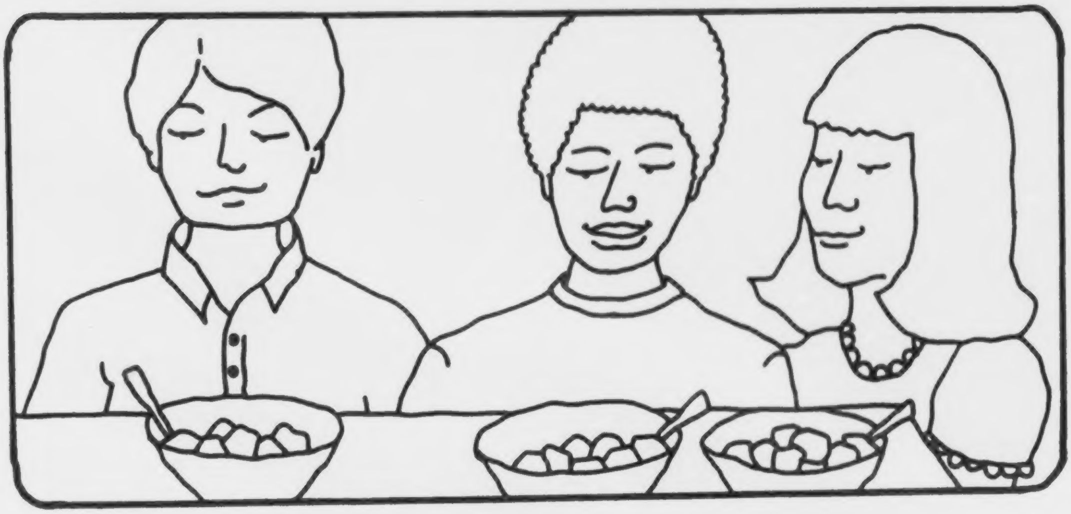
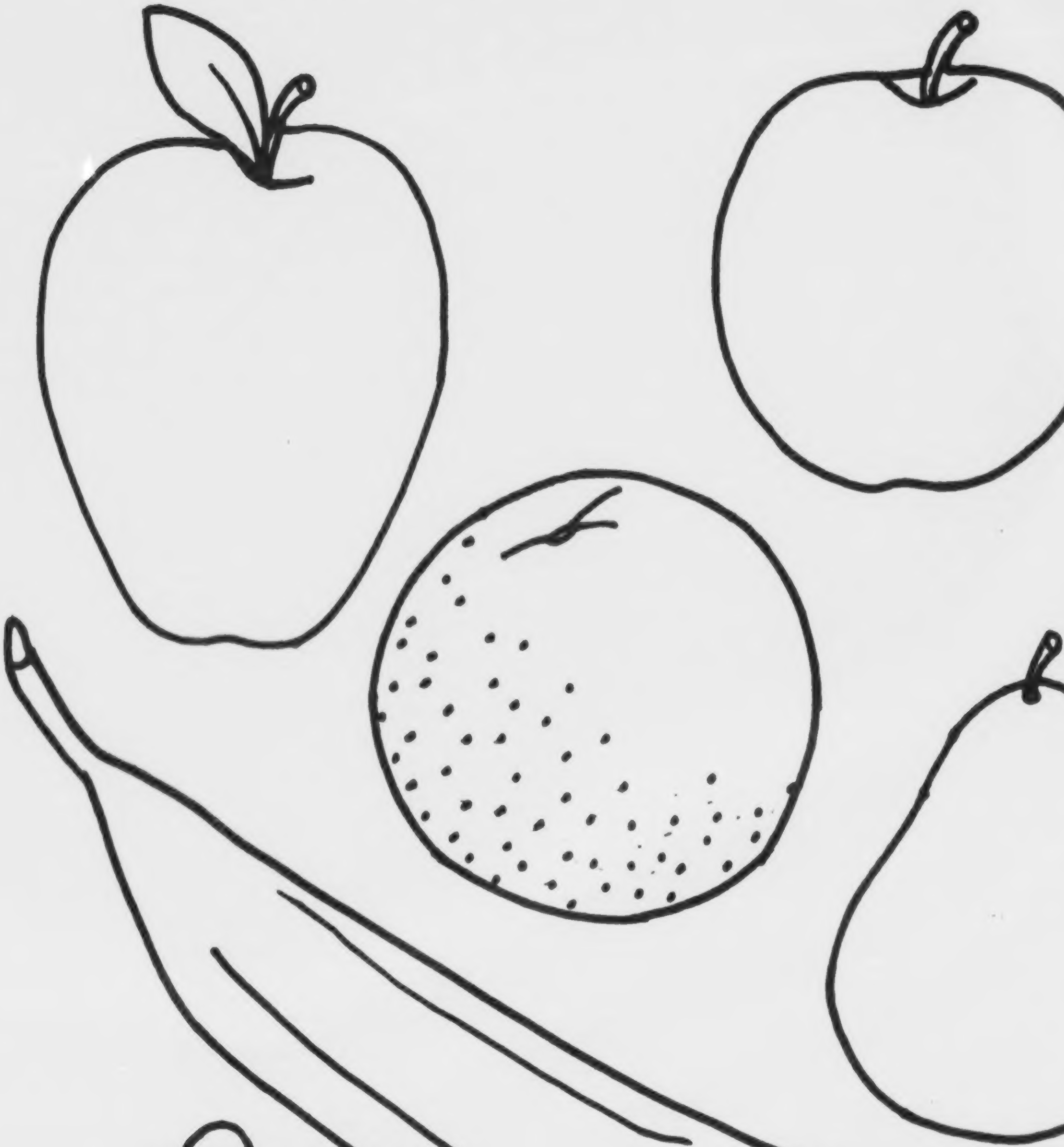
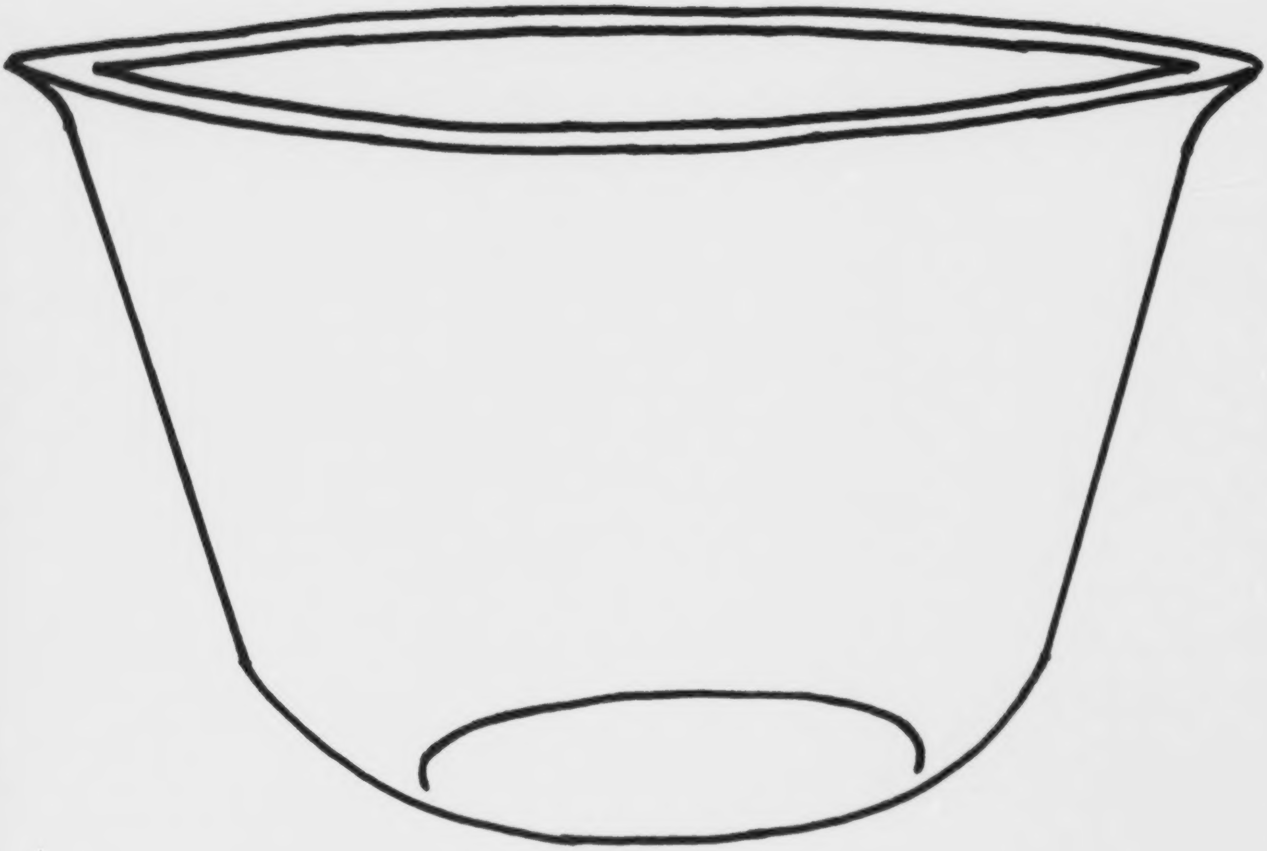
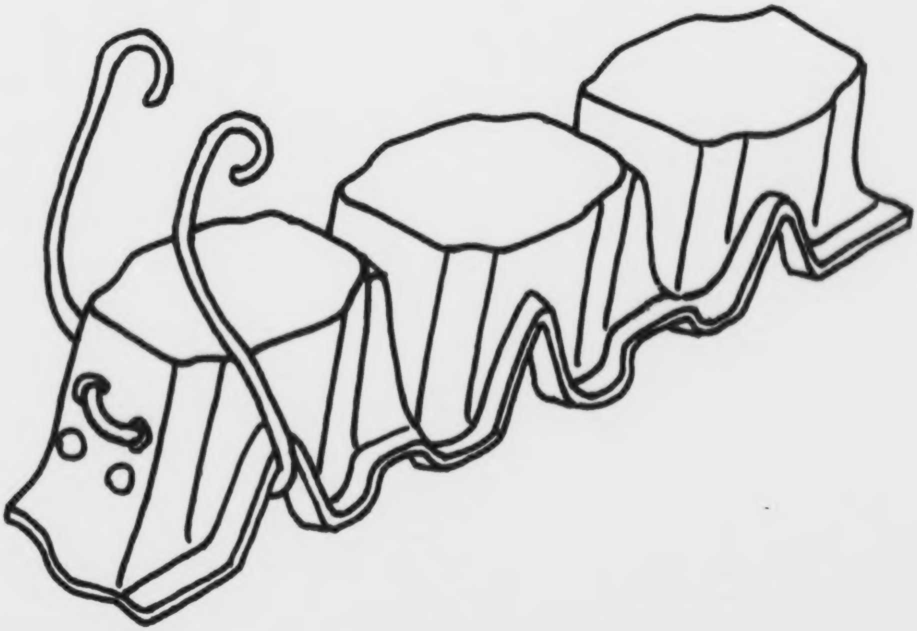








ELEPHANTS OUT TO PLAY: ESL IN MATHEMATICS

Approach Rhymes, Chants, and Finger plays

ESL Level Beginning/Intermediate

Behavioral Objectives

Students will be able to:

- count from 1 to 10.
- identify the beginning and end of a story.
- perform activities such as shake, squeeze, etc.

Structures numerals, simple past tense

Vocabulary

one
two
three
four
five
six
seven
eight
nine
ten

enormous
elephant
spider
web
beginning
end
play dough
salt
water
flour

bowl
went
had
called
fell down
squeeze
put
mix
bake

Materials number cards, experience chart, parent letters

Motivation

- Introduce the chant "Elephants Out to Play" using graphics. (See art resources at the end of lesson.)

  One elephant went out to play,
  On a spider's web one day.
  He had such enormous fun,
  He called another elephant to come.

- Then recite the rhyme using "Two Elephants," then three, then four, on up to ten. When they reach the final number of elephants, conclude as follow:

  They had such enormous fun.
  They all fell down one by one.

Procedure

- Students can dramatize the chant by playing a circle game as follows.

  Students form a circle around a "spider's web" drawn on the floor in chalk. One student stands in the center while the others recite the rhyme. The student in the center calls one "elephant" in and the process is repeated until 10 students are in the center of the spider's web. When the tenth student enters the web, the "elephants" begin to fall down one by one while the rhyme is repeated by all students. Students stop reciting the rhyme when all the elephants have left the web.

- Introduce the sequential relationship words *beginning* and *end*. After reading or acting out the chant, ask students, "How many elephants were there at the beginning of the story?" "How many were there at the end?"
- TPR Activity: Making Elephants

  Use the TPR procedure to guide students in making play dough elephants. Use the following play dough recipe.

  Cooking items needed

  cups, bowl, aluminum trays, oven.

  Ingredients:

  1 cup flour
  1/2 cup water
  5 dashes of salt

  1. Put one cup of flour in a bowl.
  2. Put in half a cup of water.
  3. Add five dashes of salt into the water.
  4. Mix the salt and water with the flour.
  5. Squeeze the play dough until it is smooth.
  6. Make an elephant.
  7. Bake your elephant.

  Bake play dough elephants on aluminum trays at 225°F (105°C) until hard. Encourage students to be creative. Tell them each elephant will be unique.

- Develop a Language Experience chart with students about making elephants. Use guiding questions such as:

Teacher's Questions	*Student's Answers* (written on chart)
What did we make?	We made elephants.
What did we do first?	We put flour and salt in a bowl.
What did we do next?	We put water in the bowl.
What did we do after?	We mixed it all up.
What did we make at the end?	We made play dough elephants.
Did you like making elephants?	It was really fun!

- Ask children to give a title to the story. Have students read the story chorally. They can identify vocabulary, circle words, and match words with pictures. (See pages 62 - 65 on Language Experience Approach for detailed suggestions.)

Extensions

- Prepare copies of elephants numbered 1-10. (See art resources at the end of this activity.) Students cut out and paste elephants in correct number sequence on a piece of construction paper.
- Write a note to the children's parents with suggestions on how to reinforce counting from 1-10 at home (counting cans in the kitchen cabinet, plates on the table, toys on the floor, etc.).
- Help students to work in small groups to create their own counting books.

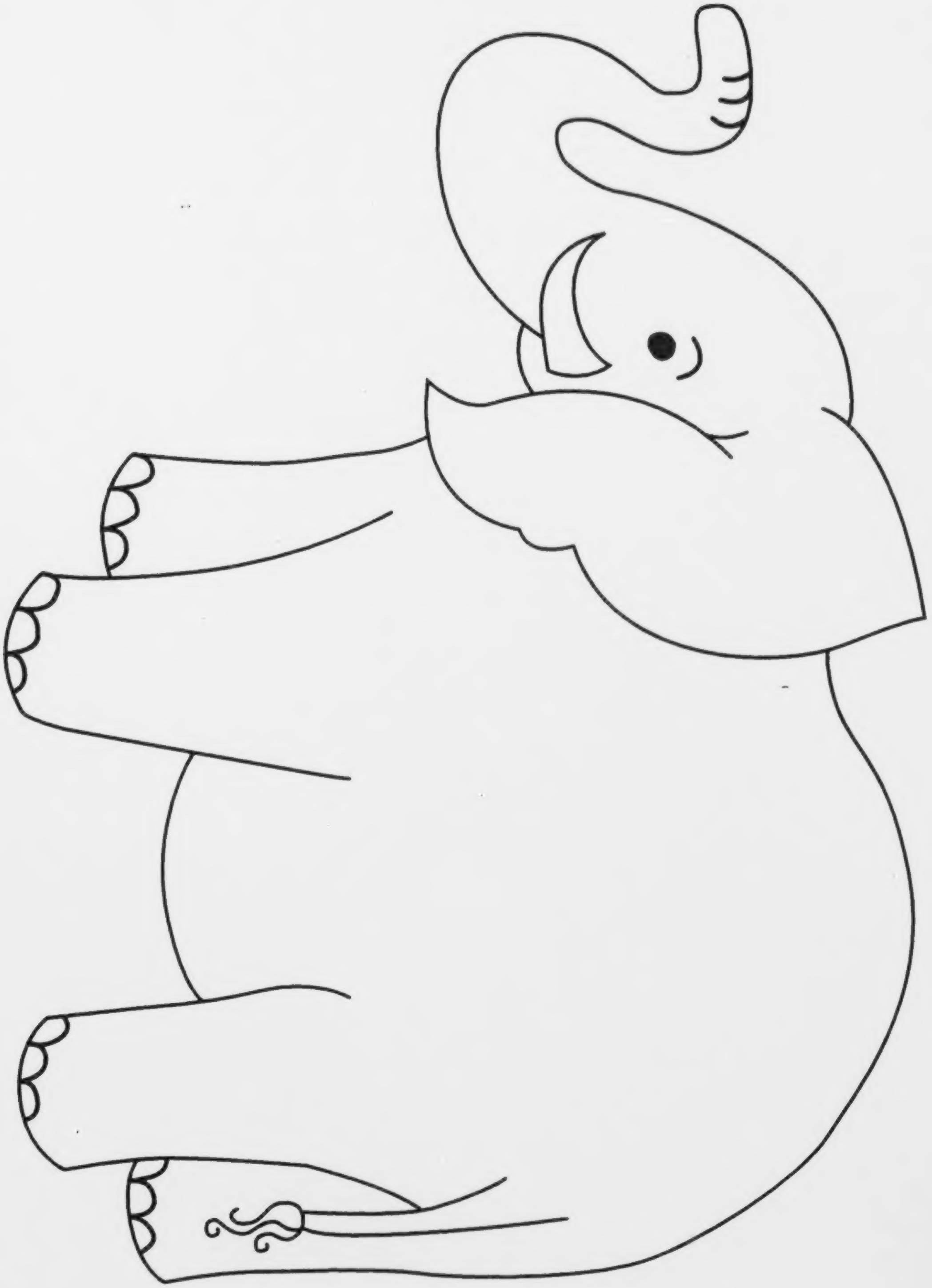
- Play the ball game "Elephants in the Middle" in the gymnasium or schoolyard. Two players are selected to throw and catch the ball. All other students are "elephants in the middle," standing between the two throwers. When an elephant in the middle intercepts the thrown ball, he or she leaves the middle and becomes a thrower. The original thrower becomes an elephant.

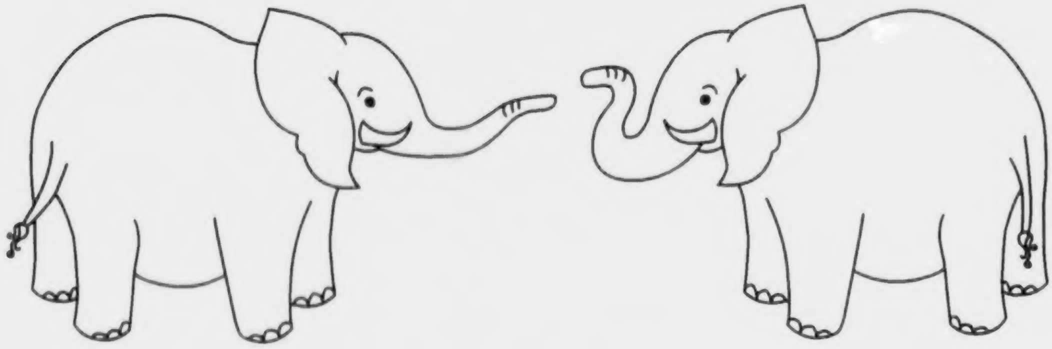
Adaptations

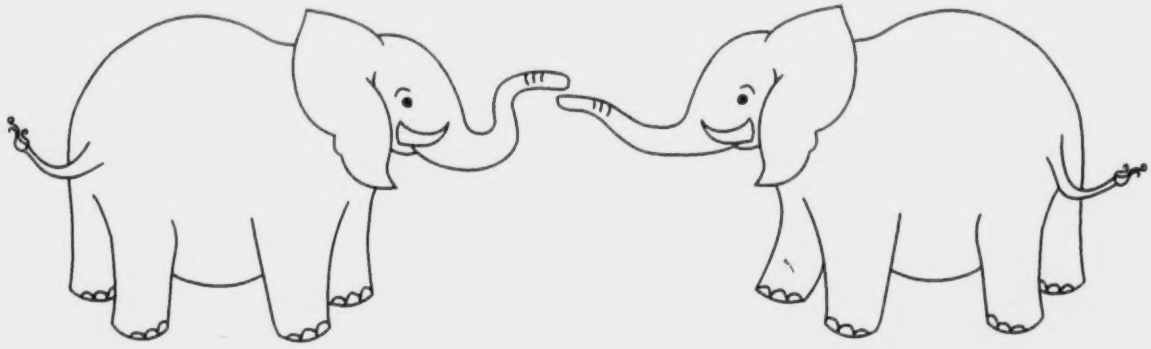
- Introduce the finger play "Six Little Ducks." Finger plays and chants provide students with the rhythm and intonation of the language. (See page 30 for the section on Jazz Chants for a detailed treatment of the importance of this type of activity for ESL students.) These chants can be particularly helpful for students who stutter, for they rarely stutter when singing, chanting, or reciting. Be ready to adapt all activities to your students' capabilities and physical challenges.

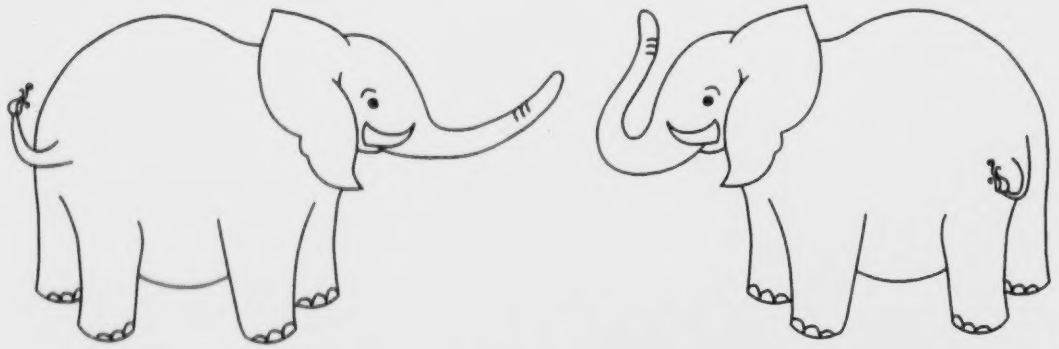
Six Little Ducks	*Actions*
Six little ducks that I once knew,	Show 6 fingers.
fat ones,	Show thumb.
skinny ones,	Show pinkie.
tall ones, too.	Show 5 fingers.
But the one little duck	Show index finger.
with the feather on his back	Place hands against back and
he led the others with his	wave fingers.
"Quack, quack, quack,	Put palms together and clap
quack, quack, quack,	hands, hinged at the thumbs.
quack, quack, quack."	
He led the others with his	
"Quack, quack, quack."	

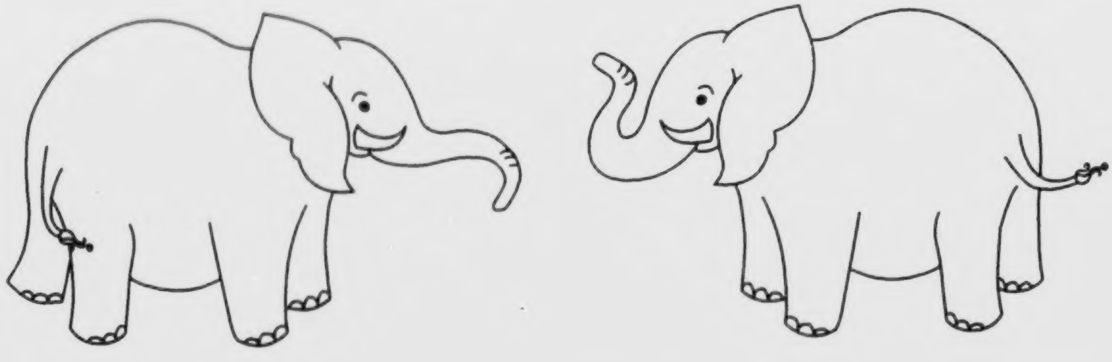
- Provide children who need more assistance in counting from one to ten with multiple opportunities to apply the concept in their daily activities. For example:
  - — Pretend to have a birthday party. Place candles on a cake and ask students to count them.
  - — At snack time, have each child count out the number of edibles received (Cheerios, raisins, etc.)
- Students with articulation problems may substitute, omit, or distort sounds. A child may say "seben" for seven, "ive" for five, or "twee" for three. Articulating the names of the numbers is a different skill from that of knowing the number names in the correct sequence. Provide the child with an accurate speech model. Particular emphasis should be placed on the part of the number name that the child finds difficult to articulate. Some articulation difficulties will improve with practice and time. If the problem is severe, consult the speech and language specialist. Remember that some articulation problems may be the result of the child's wanting to demonstrate how quickly she can count by rote. Encourage the child to take time to say the names clearly. Bear in mind that the second language learner is probably not familiar with the number names in English, but may know them in his her native language.

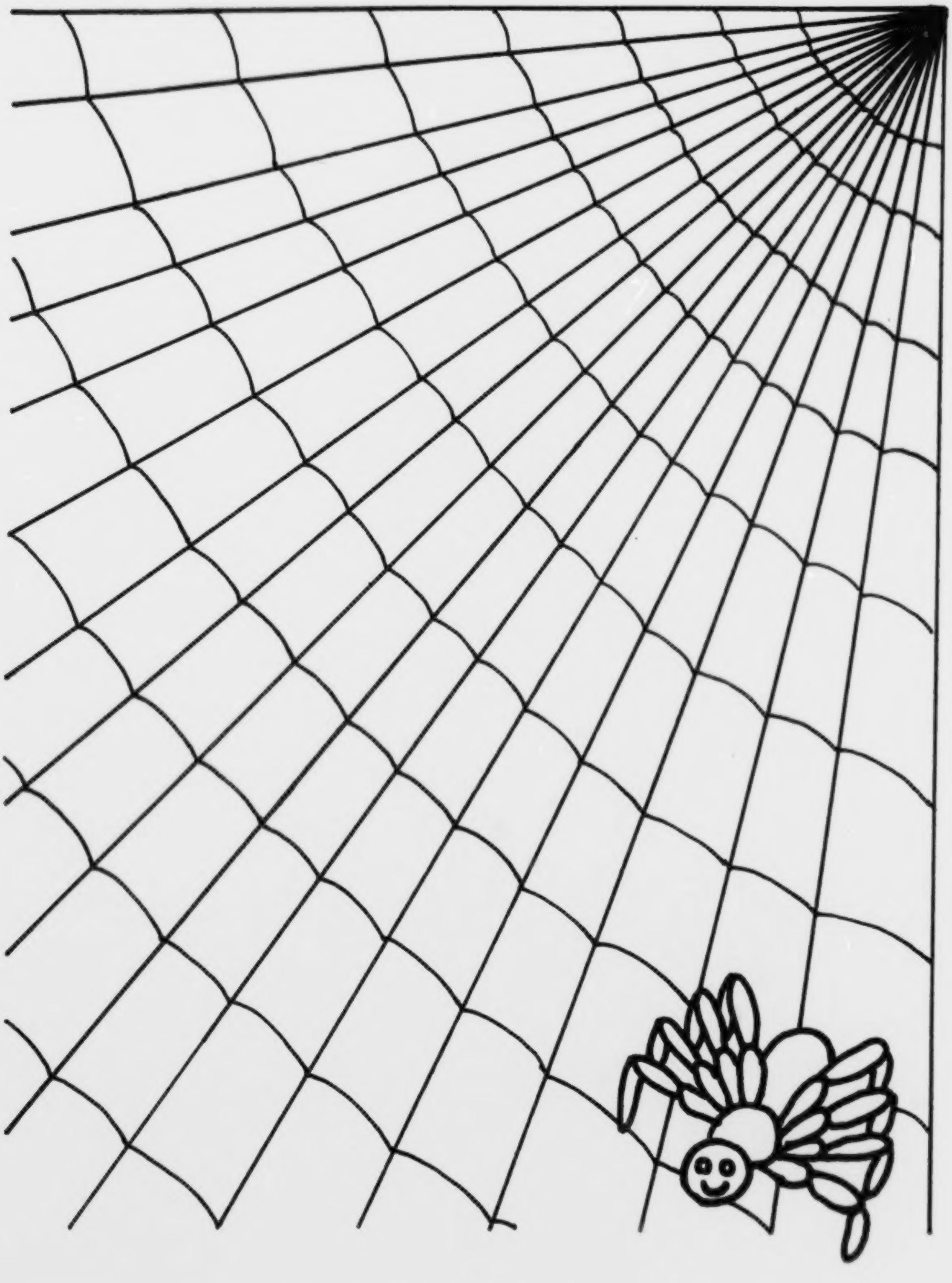












BREAKING BREAD TOGETHER:
ESL IN LITERATURE, SOCIAL STUDIES, AND MATHEMATICS

Approach Language Experience Approach

ESL Level Intermediate

Behavioral Objectives

Students will be able to:

- identify various breads.
- compare breads from different cultures.
- identify shapes, colors, texture, and thickness.
- make pizza following a recipe.
- tally results of a poll expressing preferences.

Structures comparatives, adjectives, action verbs, nouns

Vocabulary

bread
tortilla
bagel
matzo
pita
square
circle
thick
thin
soft
hard
ingredients
procedure
recipe
pizza
tomato sauce
cheese
bake
slice
spread
sprinkle
taste

Materials breads, plates, flashcards, kitchen utensils, camera

Motivation

- Take a trip to a bread factory or a local bakery to explore how different types of bread are made.

Procedure

- Bring in four to six breads from different cultures. For example, soft and crisp tortillas (Mexican), pita bread (Middle Eastern), bagels, matzos, challah (Jewish), Armenian cracker bread, French bread, Ethiopian injera, Italian semolina, pumpernickel (Middle European), Irish soda bread, or chapati (Indian). Include breads from the cultural groups represented in your class.
- Distribute Bread Activity Sheet. (See art resources at the end of this activity.)
- Display sample pieces of the bread. Introduce each bread's name using flashcards. Place the cards next to each bread. Have students taste each bread and describe its characteristics, such as circular, square, thin, thick, hard, soft, flat, long, crispy, etc. Ask: "How are they alike?" "How are they different?"
- Make a chart of the information, creating a grid for color, shape, texture, and thickness.
- Have a poll and tally students' preferences, i.e., "Did you like the pita bread better than the tortilla?" Graph the results of students' favorite breads by recording their names under bread names on a chart.

- Read the book *Bread, Bread, Bread* by Ann Morris (New York: Lothrop, Lee & Shepard Books, 1989). Ask: Which breads have you tasted? What kind of bread do you have at home? What is bread used for? Bread is used in stuffing, sandwiches, tacos, burritos, dumplings, French toast, pizza, pudding, and pastries.
- TPR Activity: Making Pizza
  - — Announce to students that they will all become bakers making pizzas from bagels or Italian bread.
  - — Write the word *ingredients* on the board. Elicit ingredients from the students.
  - — Ask: "What will we need to make our pizzas?" (cheese, tomato sauce, bread).
  - — Elicit from students the procedure. ("What do we do first? What do we do next?") List the steps.

  Procedure:
  1. Spread tomato sauce on the bread.
  2. Sprinkle the cheese.
  3. Place pizzas on tray.
  4. Bake at 350 degrees until cheese melts.
  5. Watch the cheese melt.
  6. Remove pizza carefully.
- Have breads pre-sliced. Preheat the toaster oven. Students proceed to make pizzas. Be sure students wash their hands before starting, and practice safe behavior around the oven.
- While students work, circulate from group to group eliciting conversation and reinforcing vocabulary. Beginning students can point to ingredients and/or model steps (sprinkle, spread, slice, taste). Accept responses from students in their native language.
- Take photos of students working. Students can describe and mount photos to retell the learning experience.
- *Rebus recipe.* Have students complete a Rebus recipe labeling ingredients and writing the steps represented by each picture. Students take the recipe home to share it with their families.

Extensions

- Teach your students this clapping chant from Latin America. First teach the words, then teach the clapping pattern with a partner: clap your hands, then clap your partner's right hand; clap your own hands, then clap your partner's left hand. Repeat until the end of the chant.

  Tortillas, Tortillas

  Tortillas, tortillas,
  tortillas, for my mother.
  Tortillas, tortillas,
  tortillas for my brother.
  Tortillas, tortillas,
  tortillas for my sister.
  Tortillas, tortillas,
  tortillas for me!
- Invite parents to show the group how to prepare a bread from their culture.

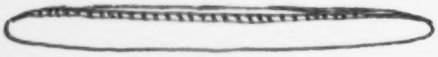
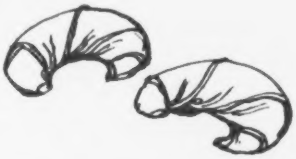
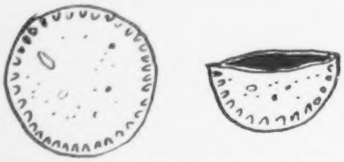
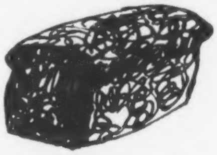
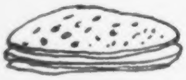
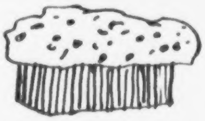
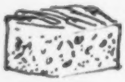
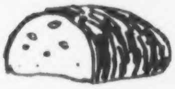
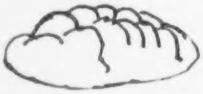
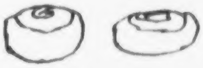
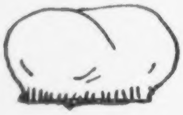
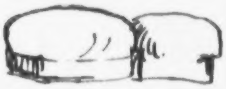
Adaptations

- Maintain frequent contact with students who have attention deficits so that they remain on task. Praise the students who are on task to avoid giving negative reinforcement.
- For students with developmental delays, utilize task analysis. Break down the pizza-making process into simpler subtasks that are within the scope of the students' abilities. For example, "Spread tomato sauce on the bread." can become, "Pick up the bread, take the spoon, take some sauce with the spoon, spread the sauce on the bread."
- Have students who exhibit shy, withdrawn behavior select a partner to make pizza with. Provide them with support and praise and gradually encourage interpersonal relationships. Reinforce any group participation or positive social interaction. Play instructional games in which shy students are paired with partners.
- Students with behavior problems may require a great deal of structure and consistency. Set firm and clear-cut limits and expectations. Role-play rules and procedures with the students, i.e., wait your turn, keep your distance from the oven.

ACTIVITY SHEET

Multicultural Bread Festival

You'll need:

French Bread 	French Croissants 
Italian Bread	
Pita, Sahara, or Arab Bread 	Pumpernickel (Russian/ Northern European) 
Corn and/or Flour Tortillas (Mexican) 	Babka 
Andama or Corn Bread (American) 	Swedish Rye Bread with Caraway 
Jewish Challah 	Portuguese Rolls 
Irish Soda Bread 	Sourdough Bread 

What breads can you add to this list? ___________________________________

BONES ARE US: ESL IN SOCIAL STUDIES, SCIENCE, AND MATHEMATICS

Approach ESL in the Content Area

ESL Level Intermediate

Behavioral Objectives

Students will be able to:

- identify parts of the body.
- measure body parts in inches using measuring tape.

Structures Body part names, question form

Vocabulary

bones
skeleton
foot
leg
toes
head
shoulder
neck
arm
hand
knee
height
inches
estimation
prediction
length
circumference

Materials skeleton model, measuring tape, brown kraft paper, scissors, glue sticks, vocabulary flashcards

Motivation

- Tell students, "Today we are having a visitor. His name is Mr. Bone Jangles. But he has a problem. Everyone is afraid of him!" Present to the class a model or poster of a skeleton. (See art resources at end of lesson.) "What do you think his problem is?" (He has no skin. He can't talk. He can't walk.) "Why do you think his name is Mr. Bone Jangles?" (Because he has bones that jangle.)

Procedure

- Ask questions about Mr. Bone Jangles: "What is Mr. Bone Jangles?" (skeleton) "How is Mr. Bone Jangles like us and different from us?" (All of us have a skeleton on the inside, but we look different on the outside.) "What are skeletons?" (bones) "Why are they important?" (They hold up our body.) "What would happen if people didn't have skeletons?" (They would not be able to walk.)
- Introduce the parts of the body using the African-American spiritual, "Them Bones."

Them Bones, Them Bones

Them Bones, Them Bones,
Them dry bones.
Them Bones, Them Bones,
Them dry bones.
Let's sing the song of the bones.
(Point to the part of the body as you sing)

The head bone is connected to the neck bone,
The neck bone is connected to the chest bone,
The chest bone is connected to the hip bone,
The hip bone is connected to the thigh bone,
The thigh bone is connected to the shin bone,
The shin bone is connected to the foot bone.

Them Bones, Them Bones,
Them dry bones.
Them Bones, Them Bones,
Them dry bones.
Let's sing the song of the bones.

- Students trace a silhouette of their body on brown kraft paper and label each body part to reinforce vocabulary.
- Create a height bar graph with the class, reinforcing measurement skills. Have students compare their heights. You can also create tape measures from kraft paper for measuring things that aren't flat.

Student A: Your arm is long. It's longer than mine.
Student B: I'm measuring your leg. It's 6" around.

Extensions

- Have students construct a skeleton mobile using the provided activity sheet. (See art resources.) Have them identify body parts. You may want to do TPR with beginning students, having them point to or touch parts of their body that you call out.
- Show students the country of Ghana on a world map and teach students the West African game "Kye, Kye, Kule."

Explain to students that this is a singing game children play in Ghana. In it, children sing and do what the song tells them to do. At the end they jump up and clap their hands and start again, but singing and moving a little faster each time.

Kye, Kye, Kule
(Chay Chay Koo-Lay)

Teacher: Chay chay koo-lay.
Children: Chay chay koo-lay.
Teacher: Chay chay koe-fee sna.
Children: Chay chay koe-fee sna.
Teacher: Koe-fee sa lahn-ga.
Children: Koe-fee sa lahn-ga.
Teacher: Kay-tay chee lanh-ga.
Children: Kay-tay chee lanh-ga.
Teacher: Koom a dyan-day.
Children: Koom a dyan-day.
Teacher: Koom a dyan-day. HEY!

English version:

Teacher: Hands on your head.
Children: Hands on your head.
Teacher: Hands on your shoulders.
Children: Hands on your shoulders.
Teacher: Hands on your waist.
Children: Hands on your waist.
Teacher: Hands on your knees.
Children: Hands on your knees.
Teacher: Clap your hands.
Children: Clap your hands.
Teacher: Clap your hands. HEY!

Adaptations

- To assist students with limited memory skills, have them play in teams matching vocabulary flashcards to the corresponding picture. They can also use the picture to play concentration.
- For students with behavioral problems, avoid competition.
- For students who need more opportunities to develop gross motor skills, teach the dance the "Hokey Pokey."

  Have students form a circle. First say the sentences of the song slowly as you model the actions. Have students imitate you. Go through the song without the music to help students learn the language. Encourage students to join in saying the sentences as they do the activity. Then start from the beginning with the music. Repeat the dance to ensure that the students have learned the language.

  Hokey Pokey

  You put your right hand in,
  You take your right hand out,
  You put your right hand in,
  And you shake it all about;
  You do the Hokey Pokey
  And you turn yourself around.
  That's what it's all about.

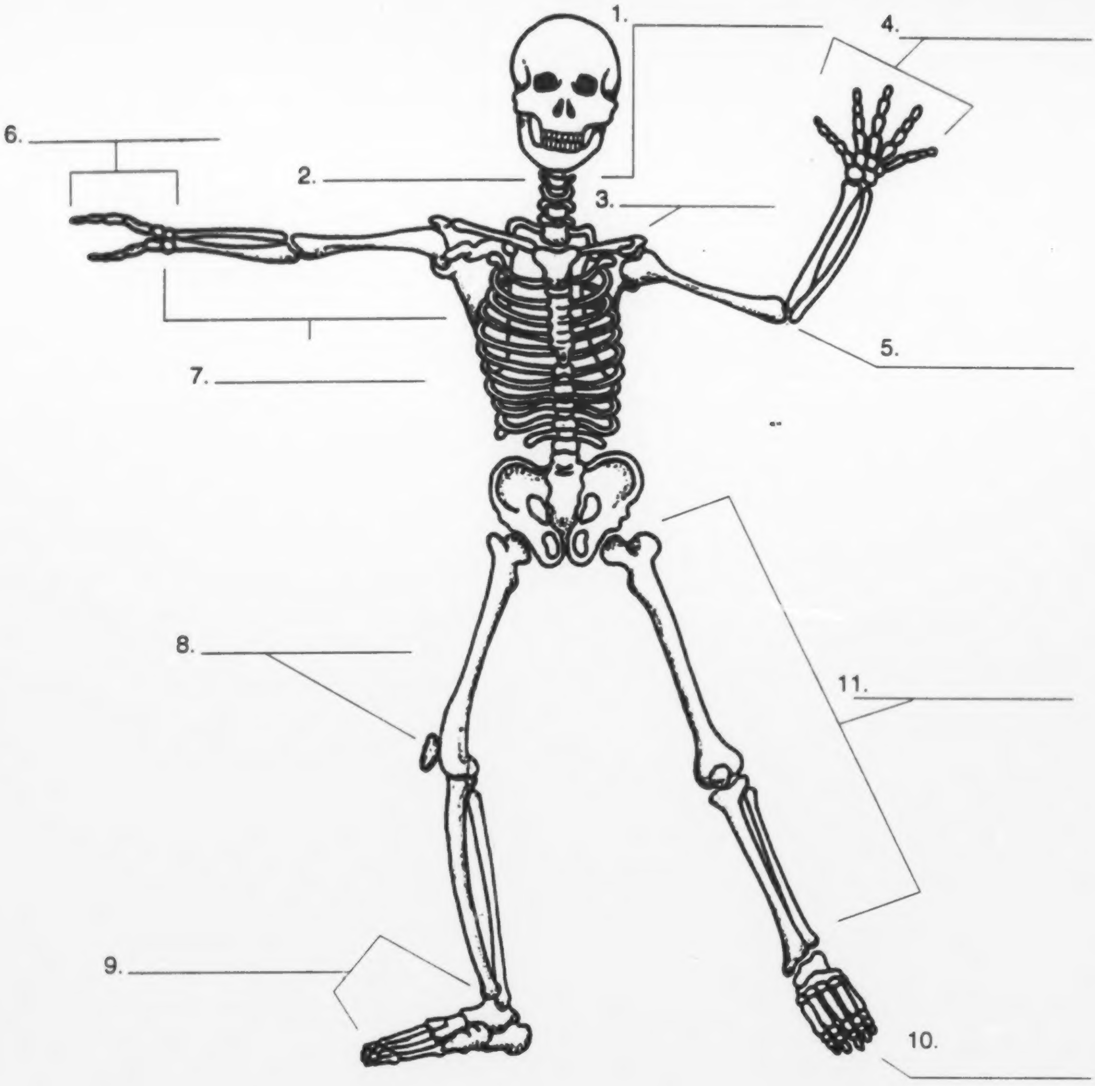
  Elbows bent,
  point index
  finger up and wiggle it,
  rotate hips, turn around,
  and clap hands.

  You put your left hand in...

  You put your right foot in...

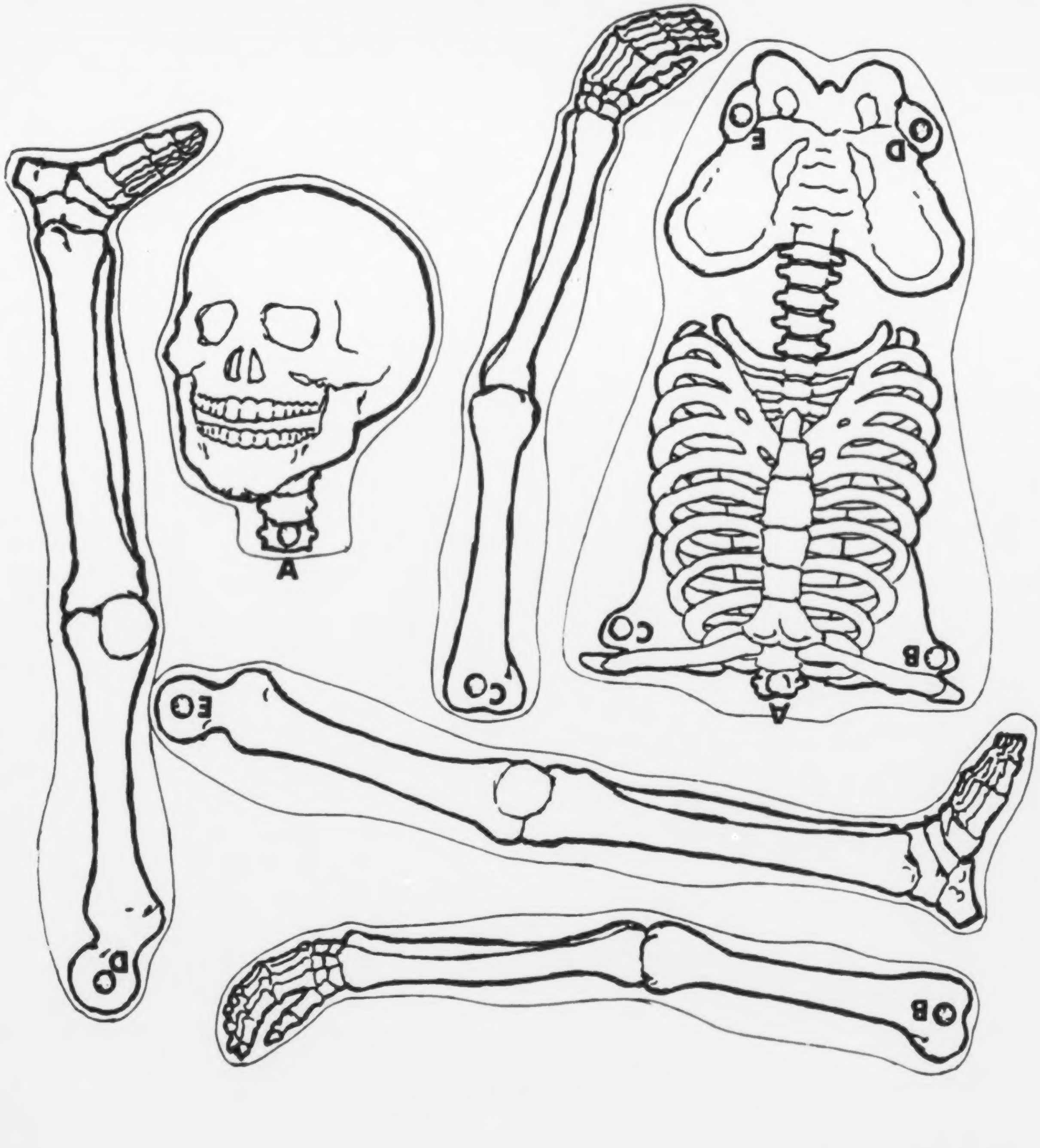
  (Continue with the left foot, right hip, left hip, right shoulder, left shoulder, head, and whole self.)

Write the names of the skeleton's body parts.


1. ______
4. ______
6. ______
2. ______
3. ______
5. ______
7. ______
8. ______
11. ______
9. ______
10. ______

My skeleton's name is______________________

Directions: Make skeleton mobiles. Color the parts, paste them on oaktag paper, cut them out, assemble them with paper fasteners, and hang the skeleton with a string. Label the back of each skeletal part.



THE TEACHER-PARAPROFESSIONAL PARTNERSHIP

Bilingual and cross-cultural paraprofessionals assist teachers in providing quality educational opportunities for students with limited English proficiency. These paraprofessionals are fluent in both English and the LEP students' native languages and are knowledgeable about the students' cultural heritages.

Paraprofessionals provide instruction in the students' native languages when the teacher is unable to do so. They also serve as bridges between teachers, parents and caregivers, and students, thus improving home-school communication and increasing parent and caregiver involvement. Gardner and Reissman (1976) found that the presence of teacher assistants in the classroom has a positive impact on students' social and academic growth .

THE ROLE OF THE BILINGUAL AND CROSS-CULTURAL PARAPROFESSIONAL

The role of the paraprofessional is to assist the teacher with both teaching and nonteaching tasks.

- Assist the student in becoming a fully active member of the class and establishing positive relationships with peers (mediating between languages and cultures when necessary).
  - Assist LEP students in understanding and following instructions given by the teacher.
  - Motivate LEP students by developing activities that will help them understand the concept of the lesson (modeling, using gestures, visuals, and realia).
  - Help students develop on-task behavior.
  - Help LEP students cope with conflict through mediation.
- Assist the teacher in instructing students in their native language.
  - Use the native language to help LEP students make transitions from activity to activity and from subject to subject.
  - Assist in small group instruction in academic and nonacademic areas as assigned by the teacher.
  - Assist in presenting concepts to be learned, starting with the most elementary step and based on previous task analysis.
- Assist in planning for instruction by providing information about linguistic and culturally relevant needs and differences.
  - Assist in planning for and providing individual reinforcement.
- Assist in the reading and writing program conducted in English or the native language.
  - Assist in the selection of appropriate stories.
  - Develop and maintain culturally relevant supplemental materials and bulletin boards.
  - Read stories in the native language in order to develop comprehension skills and further language development.
  - Record and translate stories dictated by students in their native language.
- Assist in the communication process between the school and parents and caregivers.
  - Serve as translator during parent-teacher conferences.
  - Make phone calls to parents and caregivers to give or request information.
  - Translate school letters and notes into the students' native language.

THE BILINGUAL AND CROSS-CULTURAL PARAPROFESSIONAL

The bilingual and cross-cultural paraprofessional possesses many qualities and skills.

- good native language skills
- good English language skills
- a positive attitude
- patience
- sensitivity to cross-cultural issues
- good community relationships
- a working knowledge of classroom management
- a working knowledge of ESL strategies
- a working knowledge of learning styles and the techniques to accommodate them
- ability to work effectively under the direct supervision of a teacher

ESTABLISHING A POWERFUL TEACHER-PARAPROFESSIONAL PARTNERSHIP

The bilingual and cross-cultural skills of paraprofessionals are best used when teachers and paraprofessionals work in an educational partnership. The following suggestions can help develop an effective partnership.

- Hold an initial meeting to clarify expectations on both sides.
- Write a contract clearly defining duties and responsibilities for both the teacher and the paraprofessional.
- Discuss lesson plans, objectives, and the implementation of long- and short-term goals.
- Share decision-making.
- Clarify differences and resolve problems when students are not present.
- Be consistent in classroom and behavior management.
- Provide constructive feedback on strengths and weaknesses.
- Evaluate partnership effectiveness regularly.

An effective partnership will develop if you offer to plan with your paraprofessional. In fact, one of your roles as teacher is to offer the cross-cultural paraprofessional guidance and supervision. You can discuss lesson plans, objectives, teaching strategies, and methodologies. Offer your strengths and experience and develop an environment where the creativity and individuality of your paraprofessional is fostered and effectively utilized. Be aware that the paraprofessional may need assistance in how to provide effective ESL instruction to the limited English proficient student. Do not assume that your paraprofessional is knowledgeable in teaching strategies and methodologies (Seyman, 1979).

The following are some strategies and activities that the bilingual cross-cultural paraprofessional can use in assisting students with limited English proficiency:

- Teach the names of objects in the new environment using Total Physical Response (TPR).

- Relate content area concepts and vocabulary to the culture of the LEP student.
- Use role-playing to reinforce vocabulary and concepts.
- Play tapes while presenting illustrated read-along books.
- Re-read with the students their experience charts.
- Retell stories by using puppets or flannel boards.
- Read aloud using verbal and nonverbal cuing strategies such as:
  - changes in voice for various characters,
  - pauses to indicate changes in events and dramatic moments,
  - exaggerated intonations for key words and concepts,
  - pointing to illustrations, and
  - using facial expressions, gestures, and actions for key events.
- Appeal to the students' senses when describing experiences.
- Help students set up a classroom store to learn about the exchange of money and products.
- Incorporate language into math lessons by playing word games with mathematical terms.
- Make drawings available to students to aid them in communication when they don't have the words.
- Take students on walking tours of various neighborhoods to create an awareness of different environments and the languages related to them.
- Use maps, diagrams, charts, and role-playing to reinforce concepts of city, state, country, and continent.

Resources:

Seymann, Marilyn. *Teacher/Teacher AIDE Roles, Relationships, Responsibility.* National Clearinghouse for Bilingual Education. Virginia, 1979.

McCloskey, M.L. and C.A. First. *English Everywhere! An Integrated English as a Second Language Curriculum Guide.* Educo Press, 1989.

PEER COACHING: SKILL BUILDING BEYOND THE TWO-DAY TRAINING PROGRAM

Excellence in teaching requires planning, practice, and repetition. As Aristotle once said, "We are what we repeatedly do. Excellence, then, is not an act but a habit!"

You need to practice and repeat many times, and in a safe environment, your newly learned skills and strategies before using them successfully in the classroom. Furthermore, these skills and strategies will not become part of your teaching repertoire until you have adapted them to the needs of your students and to your own teaching style. Teachers who have attended training sessions and then have immediately attempted to implement in their classrooms what they learned have reported that the experiences were difficult and frustrating. Usually they gave up, abandoning and forgetting the new skills and strategies.

You need to engage in a process of adjustment and change to fit the newly learned skills and strategies into your teaching repertoire and your classroom conditions. First of all, understand that the conditions in which you learned the skills (that is, during the training sessions) can be very different from those of the classroom. Second, each teacher needs to try any new strategy with peers and small groups of easy-to-teach students ten to fifteen times before a high level of teaching skill becomes evident, according to Bruce Joyce and Beverly Showers (1982). Indeed, it is only logical that you will want to master the new skills and teaching strategies before implementing them in your classroom.

Peer-coaching teams are very effective in helping you to integrate training sessions into meaningful teaching practices. Just as most successful athletes have a coach that tutors, trains, and instructs them, teachers in peer-coaching teams tutor and train each other by serving as each others' coach. Peters and Waterman (1982) suggest, "One way to stimulate ordinary people to unusual effort is to make them members of winning teams, while recognizing each individual as a star in his or her own right."

Coaching teams provide a wonderful opportunity for developing effective partnerships among teachers based on mutual trust and a sense of equality. These teams provide a safe environment in which teachers can openly discuss what works and what doesn't work in the real world of their classrooms. This safe environment also provides an opportunity for developing strategy to ensure excellence in teaching and student achievement.

According to Stephen G. Barkley (1986), the coaching process begins with an agreement between two colleagues that clearly identifies:

- subject knowledge
- teaching skills and/or
- classroom practices to be improved.

The process continues with peer observation, during which the coach records the events of the lesson, focusing on agreed-upon goals. This record then becomes the basis for a follow-up conference that provides positive and concrete feedback and that assists the teacher in refining the skills and strategies being explored.

Support in forming these teams is available through the Division of Bilingual Education and SETRC (Special Education Training and Resource Centers). Trainers with a variety of specialties and expertise will assist teachers in developing and implementing the peer-coaching model.

Resources:

Joyce, B. & Showers, B. The Coaching of Teaching. Educational Leadership. October, 1982.

Barkley, S.G. *Peer Collaborations for Instructional Effectiveness Manual*. Performance Learning Systems, Inc. April, 1986.

Peters, T. J. & Waterman, Jr. R. H. *In Search of Excellence: Lessons from Best-Run Companies*. NY: Harper & Row, 1982

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INSTRUCTIONAL PROGRAMS

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Bridge to Communication: First Steps. Compton, CA: Santillana Publishing Co., 1992. (K-1).

Bridge to Communication: Primary. Compton, CA: Santillana Publishing Co., 1992. (Grades 2-5).

Carousel of Ideas. Brea, CA: Ballard & Tighe, 1989.

Chorus of Cultures. Middle Village, New York: Attanasio & Associates, 1993. (Poetry-based).

ESL Theme Links. Carmel, CA: Hampton-Brown Books, 1991.

First Steps. Compton, CA: Santillana Publishing Co., 1992.

Hello, English Series. Glenview, IL: Scott Foresman, 1990.

Hooray for English Series. Glenview, IL: Scott Foresman, 1990.

Language Treasure Chest, Early Explorer Edition. La Habra Heights, CA: Treasure Chest Enterprises, 1985.

Open Sesame Series. New York: Oxford University Press, 1984.

Poetry Power ESL. Cleveland, OH: Modern Curriculum Press, 1993.

Rainbow Collection. Compton, CA: Santillana Publishing Co., 1986.

Teaching Language, Literature, and Culture. Reading, MA: Addison-Wesley Publishing Co., 1990.

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Action Sequence Stories—Act I. Brea, CA: Ballard & Tighe.

All Purpose Photo Library. Niles, IL: DLM, 1980.

Amazing Moments. New York: Crowell Publishers, 1985.

Beginning English Throughout Action/BETA. Reading, MA: Addison-Wesley Publishing Co., 1982.

Big Book Library. New York: Scholastic, Inc., 1986.

Big Chants. Orlando, FL: Harcourt Brace, 1991.

The Children's Language Program. Reading, MA: Addison-Wesley Publishing Co., 1981.

The Children's Response. Englewood Cliffs, NJ: Regents/Prentice Hall, 1983.

The ESL Teacher's Activities Kit. Englewood Cliffs, NJ: Regents/Prentice Hall, 1988.

I Went Walking Big Book. Orlando, FL: Harcourt Brace, 1991.

Jazz Chants for Children. New York: Oxford University Press, 1978.

Jazz Chants Fairytales. New York: Oxford University Press, 1979.

Learning Basic Skills Through Music (Volumes I-IV). Freeport, NY: Educational Activities, Inc., 1969.

Let's Write a Song. Woodside, NY: Music Plus Program, 1991.

Literacy 2000. Crystal Lake, IL: Rigby, Lydia T. Gonzalez Associates

The Literature Connection. Reading, MA: Addison-Wesley Publishing, Co., 1991.

Look At Me. New York: Crowell Publishers, 1987.

Look at the World. New York: Crowell Publishers, 1983.

The Magnetic Way. Austin, TX: Steck Vaughn, 1994.

Open the Lights. Reading, MA: Addison-Wesley Publishing, Co., 1982.

Open Sesame Picture Dictionary. New York: Oxford University Press, 1983.

Sharing a Song: Whole Language Activities Through Music. Reading, MA: Addison-Wesley, 1986.

Sing, Sign And Learn. Ocala, FL: Sing, Sign & Learn Press, 1991.

CONTENT AREA MATERIALS

Mathematics

Exploring Mathematics. Glenview, IL: Good Year Books.

Fun to Measure. Edison, NJ: Childcraft.

How Big Is the Moon? Whole Math in Action. Portsmouth, NH: Heinemann Educational Books, Inc., 1990.

Math Motivators. Glenview, IL: Good Year Books, 1985.

Mathematics Their Way. Edison, NJ: Childcraft.

My First Series. Middle Village, New York: Attanasio & Associates, Inc., 1991.

Primary Problem Solving in Math. Glenview, IL: Good Year Books, 1992.

Reading and Counting Book of Numbers. Crystal Lake, IL: Rigby.

Stepping Stones. Edison, NJ: Childcraft.

Science

Discovering Nature. Middle Village, New York: Attanasio & Associates, Inc., 1991.

First Dictionary. Jefferson City, MD: Scholastic, Inc.

Habitats. Middle Village, New York: Attanasio & Associates, Inc., 1987.

My First Visit Series. Middle Village, New York: Attanasio & Associates, Inc. 1991.

Shoebox Science: Optical Illusions. Reading, MA: Addison-Wesley Publishing Co.

The Five Senses. Middle Village, New York: Attanasio & Associates, Inc., 1985.

The Four Elements. Middle Village, New York: Attanasio & Associates, Inc., 1985.

The Ladybug and Other Insects. Jefferson City, MD: Scholastic, Inc.

This is the Way We Go to School. Jefferson City, MD: Scholastic, Inc.

Together We Are Together. Jefferson City, MD: Scholastic, Inc.

Wonders! Carmel, CA: Hampton Brown Books.

Social Studies

A House is a House for Me. Jefferson City, MD: Scholastic, Inc.

Exploring Geography. Crystal Lake, IL: Rigby.

The Family Series. Middle Village, NY: Attanasio & Associates, Inc.

Giant Step Picture Library. Edison, NJ: Childcraft.

Hats, Hats, Hats. Jefferson City, MD: Scholastic, Inc.

Let's Discover Series. Middle Village, NY: Attanasio & Associates, Inc., 1987.

Sunshine Fact and Fantasy Books Series. Bothell, WA: The Wright Group, 1989.

Talkabout Big Books. Edison, NJ: Childcraft.

EDUCATIONAL SERVICES FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

This section, drawn from *Educational Services for Students with Handicapping Conditions* (New York City Board of Education, Division of Special Education, 1991, pp. 21-26), describes the educational services mandated for students with limited English proficiency. In accordance with legislation and court mandates (for example, *Jose P., Aspira*), specific educational services have been designed to meet the particular needs of those students with disabilities whose native language is other than English and who are limited in English proficiency (LEP). These services are available in each program. The services are designed to provide both the basic instructional modifications and adaptations prescribed within a service category as well as the linguistic elements which enable students to achieve while developing their English language skills.

ELEMENTS OF BILINGUAL EDUCATION

Limited English proficient students are recommended for special education services based on an evaluation conducted by assessment personnel who are proficient in both the student's native language and English and who can assess the student's overall level of functioning in both languages. A score below the 40th percentile on the English version of the Language Assessment Battery (LAB) is one of the factors used to determine if students are limited in English proficiency and eligible for specific educational services.

In determining the appropriate level of bilingual educational services for LEP students, formal and informal testing must be conducted in both English and the native language. Background information is needed on the student's schooling in this country and the country of origin, as well as the level of acculturation of the family. Special education students who are exempt from state and city testing programs due to the severity of their disabilities (Test Category C), whose Home Language Identification Survey indicates a language other than English, and whose bilingual assessment indicates that their language of instruction is other than English, must be provided with bilingual services.

The following services are offered to limited English proficient students with disabilities.

Instruction in English as a Second Language (ESL)

English as a Second Language (ESL) is an academic discipline specifically designed to develop English language skills in speakers of other languages. Acquisition of English language skills parallels the pattern of first language development: listening, speaking, reading, and writing. Students progressively develop social language in English (basic interpersonal communication skills in one to four years) while progressing toward acquiring academic language in English (cognitive academic language proficiency in five to seven years).

Instruction in Substantive Subject Areas in the Student's Native Language

Substantive subject areas include math, science, social studies, and occupational/vocational education. The teaching of these subject areas in the native language allows students to make academic gains while learning English. As progress in the second language is documented, students who demonstrate gains in the acquisition of academic language, including the management of instructional materials in English, should be provided with content-based ESL instruction.

For the elementary grades, the teacher will gradually change subject area instruction from the native language into English, using ESL methodology. High school students who demonstrate gains in the acquisition of academic language, including the management of instructional materials in English, may be considered for ESL instruction in the content areas. Transitions from the native language to English in the substantive subject areas should be implemented within the context of local requirements, mandates, and agreements (e.g., *Aspira Consent Decree, Lau Remedies, New York State's Commissioner's Regulation*, Part 154).

Reinforcement and Development of Native Language Art Skills

Students are provided with language skills reinforcement and development in their native languages, thus enabling them to continue to make academic achievements in the subject areas. Proficiency in the native language will provide the language base necessary for progressive English language acquisition and facilitate movement into a monolingual English instruction environment.

LANGUAGE PROFICIENCY

A student's development in both English and his or her native language should be assessed in oral and written language, as well as reading. Language proficiency data should include a description of the student's social and academic skills in each language for planning instruction. Bilingual instruction may range from receiving native language instruction 80% of the time and English language instruction 20% of the time to receiving native language instruction 20% of the time and English language instruction 80% of the time. Students who are exempt from bilingual services receive ESL and monolingual English instruction in the content areas 100% of the time.

Students Who Speak No English

When it is determined that students speak no English, they will be provided with a bilingual instructional program that includes the development and continued reinforcement of the native language, content area instruction in the native language, and beginning instruction in ESL.

Students Who Speak Some English

When it is determined that students have reached some proficiency in English (either oral or reading), students are still considered limited English proficient and are provided with a bilingual special education instructional program. This program includes the development and continued reinforcement of the native language, content area instruction in the native language, instruction in ESL, and content-based ESL, and, for high school students, ESL in the content areas. Students may receive varying amounts of native language and English as a second language in content area instruction depending upon their levels of language proficiency.

Students with "Surface" Abilities in English

When it is determined that students have developed social English language skills but are not proficient enough for the linguistic, academic, and cognitive demands of content area instruction, students are considered to have "surface" abilities in English. These students should be provided with content area instruction in the native language.

BILINGUAL INSTRUCTIONAL SERVICES

Bilingual education is instruction in two languages and requires a teacher who is proficient in both English and the native language. Thus, bilingual services are language specific (for example, bilingual Spanish, bilingual Chinese); students who speak different languages cannot be grouped together for bilingual instruction. Bilingual services are provided by bilingual special education professionals who are trained in English as a second language, special education, and native language communication arts.

The aim of bilingual instruction is to increase the students' level of independent functioning within the total school environment. Bilingual instructional services do not represent a more or less restrictive environment and are provided in all programs. In bilingual settings:

- English is taught as a second language.
- The native language is used as a language of instruction.
- Materials and presentation reflect students' cultural and linguistic backgrounds.
- The customs and heritage of the United States are taught directly, rather than by inference.

The level of bilingual special instructional services is based on language needs as determined by the bilingual assessment team and the results on performance profiles in both languages. In their acquisition of English as a second language, individual students will be at different developmental levels; therefore, within each program, a range of bilingual special education services exists to respond to students' linguistic needs. A continuum of Bilingual Instructional Services ensures students' growth in content areas through the native language while they continue with second language acquisition.

The use of the native language and ESL for instruction in bilingual classes varies according to students' proficiency in the native language and English. Content area and reading instruction in the native language and intensive ESL instruction are required when students speak no English, have limited proficiency, or have developed social language in English but are not proficient enough for the linguistic, cognitive, and academic demands of content area instruction/classes. When students have acquired sufficient academic language proficiency in English, the amount of content area and reading instruction in ESL methodologies increases. The annual goals of an Individualized Education Program should reflect the level of special education services, as well as the extent of bilingual special education programming.

Bilingual special education instructional programs provide:

- language arts in the native language (listening, speaking, reading, and writing) while adapting instruction and materials;
- native language instruction for subject areas;
- increasing English language instruction (ESL methodologies) in subject areas;
- intensive ESL instruction to develop listening, speaking, reading, and writing skills;
- functional basic skill development through the use of the native language and students' culture;
- interpersonal skill development using the native language, English, and the students' culture; and

- awareness of the students' cultural heritage as well as assistance in functioning within an English-speaking culture.

EXEMPTION FROM BILINGUAL INSTRUCTIONAL SERVICES

If students with limited English proficiency can learn in an English-only setting, they can be exempted from bilingual services, if approved, though they are still entitled to them. These students, nevertheless, are still identified as being limited in English proficiency, even though the Committee on Special Education (with a review team consisting of two bilingual multidisciplinary team members) has determined that Bilingual Instructional Services are not appropriate for them. Students should not be exempt, however, from bilingual services solely on the basis of their verbal language skills in English during the assessment process; they must exhibit a high level of academic language skills so that they will benefit from monolingual English instruction. Students are placed in a special education program that offers advanced ESL instruction aimed at enabling students to strengthen their language skills in English.

In elementary, intermediate, and junior high school settings, instruction is provided by a monolingual special education teacher using ESL strategies and techniques. Focus is on vocabulary, grammar, reading, and writing in English. Substantive subject areas are taught in English; and, as an additional support, the teacher utilizes ESL approaches in the school program. In the high schools, students who are exempt from bilingual services must receive ESL instruction from an appropriately licensed ESL provider. These students will follow a monolingual instructional program the rest of the day. For all students exempt from bilingual services, ESL goals must be included on the Individualized Education Program.

THE LEP STUDENT AND THE INDIVIDUALIZED EDUCATION PROGRAM

The Individualized Education Program of a LEP student must include the following:

- A statement of short-term objectives consistent with annual goals, including:
  - language of instruction for each of the short-term objectives
  - language intervention (enrichment, development, remediation) in the student's primary language
  - goals and objectives for native language arts and ESL
- Objective criteria and evaluation procedures consistent with the student's linguistic abilities in the first and second language
- Native language and ESL goals for students in Alternate Placements
- ESL goals for students exempt from Bilingual Services

BLOOM'S TAXONOMY AND LEP STUDENTS

In the ESL classroom, it is possible to generate the kind of critical thinking that not only facilitates comprehension of spoken and written material, but also leads to more sophisticated analysis. The development of critical thinking skills, thus, should be systematically addressed. The types of questions that the ESL teacher employs, as well as how those questions are merged into the language lesson, are the most important considerations.

Teachers must remember that LEP students arrive in our schools with a wide range of language and academic skills, both in their native language and in English. For example, many students come to this country with the ability to analyze and reformulate material. The organization of knowledge, however, may differ from culture to culture; therefore, numerous examples of how we organize information must be provided so that students may grasp the concepts needed for success in school and in society. These factors play an important role in planning for the development of cognitive skills in English.

The teacher must understand the hierarchical nature of thinking skills in order to present content in a sequence that will enable students to understand it, apply it, and synthesize it to create new information. Bloom's Taxonomy of Educational Objectives describes cognitive levels and identifies thinking processes. It should be noted, however, that Bloom's Taxonomy was designed in relation to native speakers of a language, and does not describe language competence or interpersonal social behavior, both of which are major concerns in the ESL classroom.

The following list modifies the six levels of Bloom's Taxonomy and provides suggested questioning strategies.

1. *Recall*: Students restate from memory what was presented to them. The most basic type of question is used to test recall of material. Questions of this type generally begin with who, what, where, when, how much, how many, which, etc. They are prerequisites to the development of greater analytical ability.

   Example: Which is a better snack, fruit or taco chips?

2. *Comprehension*: On the way to greater cognitive ability, students are asked to demonstrate an understanding of the material as well as manipulating, interpreting, and summarizing it. Questions of this type often begin with how and why. They require "beneath the surface" understanding.

   Example: What are some nutritious snacks?

3. *Application*: Students are expected to extract key facts or statements and apply them to a stated problem.

   Example: Take a list of foods and put the items into two groups: nutritious food and junk food.

4. *Analysis:* Students analyze the individual components of a statement or passage for the purpose of seeking out hidden meanings, subtle relationships between persons and events, and overall implications that may be inferred but are not stated.

   Example: John ate bacon, eggs, a coke, and home fries. Is this a healthy meal?

5. *Synthesis:* Students are asked to use all of their cognitive ability to think creatively.

   Example: Draw a picture of a nutritious lunch.

6. *Evaluation:* Students are asked to make judgments, formulate opinions, and develop personal reactions and criticisms.

   Example: (Show a picture.) Give two reasons why this meal is not nutritious.

IMPLEMENTATION

The following charts relate Bloom's six cognitive levels to the process of second language learning. Students use cognitive processes and language skills to perform activities at increasingly higher levels of cognition.

Bloom's Cognitive Levels in Second Language Learning

Bloom's Taxonomy	Cognitive Process	Language Skills	Sample Implementation
1. Recall	Memorize	Label Describe	Look at a picture and say the names of all the animals you see.
2. Comprehension	Recombine	Match Paraphrase Explain Give Examples	Color all circles blue, all triangles red, and all squares yellow. Match each word with the correct picture.
3. Application	Communicate Use knowledge to solve a problem	Separate Classify Sequence	Look at the pictures and circle the activities that are safe; underline the activities that are dangerous.
4. Analysis	Give information Put facts together Identify main ideas	Differentiate Compare Outline	Tell how Li's home is different from yours and how it is similar.
5. Synthesis	Generalize Look beyond facts to find reasons Make comparisons and inferences	Categorize Arrange Retell Rewrite Create Design Simplify	Create a model illustrating a Navajo community.
6. Evaluation	Judge Make Decisions	Contrast Support Justify Clarify values	Tell which character you liked best and why.

Adapted from *Teaching English as a Second Language - Grades 3-8*, Division of Bilingual Education. New York City Public Schools, 1985.

Sample Activities for Bloom's Cognitive Levels*

Bloom's Taxonomy	Comprehension Strategies	Sample Progression of an Activity
1. Recall	Define	Make a picture dictionary related to clothing and seasons.
	Name	List the four seasons of the year and the twelve months.
2. Comprehension	Explain	Describe how we dress for each season of the year.
	Compare	Tell about wintertime activities and the difficulties you had to overcome to be able to enjoy them.
3. Application	Solve	Listen to a forecast and tell how to dress.
	Relate	Design a mural with people dressed appropriately for the different seasons where they live: China, Puerto Rico, Haiti, etc.
4. Analysis	Separate	Match characters to the story "A Snowy Day."
5. Synthesis	Create	Tell a story about a problem you had in rainy weather and how you solved it.
6. Evaluation	Interpret	Look at how people are dressed in each picture. Write the name of the appropriate season.

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*Adapted from *ESL-SEDAC*, Division of Special Education, New York City, 1985.

TAXONOMY OF VERBS FOR DEVELOPING PERFORMANCE OBJECTIVES

The following four lists, based on Bloom's Taxonomy, can serve as a reference when writing lesson plans and developing questioning strategies. For example, as a means of determining how well a student can use comparatives, you may make a request using a verb taken from the Analysis Skills list: "Tell two ways you and your sister are different" (*compare*). Other requests or questions can be developed from the Study Skills list, for example, "*Circle* the clothing we wear in the summer," or from the Synthesis Skills list, for example, "*Design* a diorama that depicts one of the Native American nations we have just studied."

Tasks

- attend
- choose
- collect
- complete
- copy
- count
- define
- describe
- designate
- detect
- differentiate
- discriminate
- distribute
- duplicate
- find
- identify
- initiate
- isolate
- label
- list
- mark
- match
- name
- omit
- order
- place
- point
- provide
- recall
- repeat
- select
- state
- tell
- underline

Study Skills

- arrange
- categorize
- chart
- cite
- circle
- classify
- compile
- consider
- diagram
- document
- find
- follow
- formulate
- gather
- include
- itemize
- locate
- map
- organize
- record
- relate
- reproduce
- return
- search
- signify
- sort
- suggest
- support
- underline

Analysis Skills

- analyze
- appraise
- combine
- compare
- conclude
- contrast
- criticize
- defend
- evaluate
- explain
- formulate
- generate
- infer
- paraphrase
- plan
- present
- shorten
- structure

Synthesis Skills

- alter
- change
- design
- develop
- discover
- expand
- extend
- generalize
- modify
- predict
- propose
- question
- rearrange
- reconstruct
- regroup
- rename
- reorder
- reorganize
- rephrase
- restate
- restructure
- retell
- rewrite
- signify
- simplify
- synthesize
- systemize

The words on the following lists can also be used in asking questions to students, giving directions, and planning lessons. For example, for an art lesson refer to the Arts and Crafts list, saying, "We're going to *fold* a piece of paper to *make* a book; then we're going to *draw* pictures from the story." For mathematics, "*Reduce* the fraction, then *verify* your answer." The Physical list provides verbs of action and movement. You might request and model, "Class, *stand up* and *stretch* like a cat."

Arts and Crafts

- assemble
- blend
- brush
- build
- color
- construct
- crush
- cut
- dab
- dot
- draw
- drill
- finish
- fit
- fix
- fold
- form
- frame
- grind
- hammer
- handle
- heat
- illustrate
- make
- melt
- mend
- mix
- mold
- nail
- paint
- paste
- pat
- position
- pour
- press
- roll
- rub
- sand
- saw
- sew
- shake
- sharpen
- sketch
- smooth
- stamp
- stir
- trace
- varnish
- wipe
- wrap

Language

- abbreviate
- accent
- alphabetize
- argue
- capitalize
- circle
- copy
- delete
- describe
- edit
- enter
- hyphenate
- indent
- insert
- outline
- persuade
- print
- pronounce
- publish
- punctuate
- read
- recite
- reread
- save
- speak
- spell
- state
- summarize
- syllabify
- tell
- translate
- type
- underline
- verbalize
- write

Mathematics

- add
- bisect
- calculate
- check
- compute
- edit
- derive
- divide
- estimate
- extract
- extrapolate
- graph
- group
- integrate
- measure
- multiply
- number
- plot
- prove
- reduce
- solve
- square
- subtract
- tabulate
- tally
- verify

Physical

- arch
- bat
- bend
- carry
- catch
- chase
- climb
- count
- coordinate
- crouch
- float
- grip
- hit
- hop
- jump
- kick
- knock
- lift
- march
- perform
- pitch
- roll
- run
- skate
- ski
- skip
- stand
- stretch
- strike
- swim
- swing
- throw
- toss
- tumble

CURRICULAR AND INSTRUCTIONAL ADAPTATIONS FOR ESL IN SPECIAL EDUCATION

Special education teachers often find themselves using curricula and materials that have not been expressly designed for their students. Special education teachers with LEP students face an even more complex challenge. The strategies listed in this section* can help teachers (1) modify existing materials to meet the needs of their students; and (2) present general education materials and curricula in ways that make them accessible to special education students.

ADAPTATIONS OF OBJECTIVES

Prior to developing lessons based upon the general education curriculum, carefully evaluate the instructional objectives. If adaptations of objectives are needed to ensure successful instruction, it is critical that you select objectives with the appropriate level of difficulty. This decision must be based upon the pre-requisite skills and knowledge of the students.

Analyze Objectives by Task, creating smaller units of instruction.

- Break down an objective into two or more sequential objectives that, when taught in proper sequence, will result in mastery of the original objective.
- Break down an objective into two or more smaller objectives that focus on specific, key components of the original objective.

Combine Objectives to eliminate details while retaining essential information.

- Combine two or more objectives by selecting a limited amount of information from each objective that will enable students to grasp key concepts common to both objectives.

ADAPTATIONS OF MATERIALS

Materials specified for use in general education lessons may require adaptations to make them appropriate for special education instruction. Although many of the adaptations refer to modifying printed materials, adaptations that introduce concrete and/or audiovisual materials also may enhance learning.

Enlarge Printed Materials for easier reading by increasing type size.

- Have materials retyped using a computer to expand and enlarge print.
- Type materials on a primary typewriter.
- Provide the student with a magnifying glass.
- Use opaque or overhead projectors to project materials on a wall.

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* Excerpted from *Adapting Curriculum for Students in Special Education: A Teacher's Handbook.* New York City Board of Education.
Throughout this section, the asterisk identifies adaptations of particular importance to special education students who are limited English proficient.

Reduce the Amount of Information per Page to eliminate unnecessary items, pictures, directions, and diagrams and to reduce clutter.

- Reduce the number of problems on a page.
- Place charts, pictures, and diagrams on a separate page.
- Put directions on a separate page.
- Frame specific items on a page.
- Use unlined index cards to cover extraneous areas on the page or to reduce items on the page.

Use Pictures and Illustrations* that are directly related to material presented in order to provide added stimulus for students who have difficulty reading and to give more concrete examples.

- Use pictures or illustrations as a stimulus for an experience story.
- Provide pictures to help poor readers visualize what they are reading about.
- Use illustrations to demonstrate the desired responses from students.
- Illustrate new vocabulary and concepts.

Pre-Cut Materials into pieces for students who have difficulty cutting with scissors.

- Cut pieces before hand.
- Allow students to tear pieces apart.
- Have adaptive cutting tools such as a four hole scissors, electric scissors, or a safety razor.

Increase Space for Student Response to accommodate different levels of handwriting skill.

- Have a separate answer sheet for student responses.
- Use unlined paper for responses.
- Allow for nonwritten responses by using a tape recorder to record verbal responses.

Increase Spaces Between Words and Sentences to make printed material more accessible.

- Double-space between each typed or printed word.
- Write on the chalkboard using larger areas between words and sentences.

Increase Spaces Between Lines

- Double- or triple-space between lines.
- Provide unlined index cards for the student to place under lines to be read.
- Write material with wider spacing between lines on board.

Modify Vocabulary* to adjust word usage to student reading ability.

- Rewrite directions in written material.
- Provide students with simplified definitions of vocabulary related to instruction.
- Simplify information and directions by rephrasing with synonyms.

Underline Information in Books* in order to highlight themes and information pertinent to the lesson.

- Use a felt marker to highlight important ideas, details, and facts in instructional materials.

- Construct a stencil that will highlight specific words or phrases when placed over texts.
- Type materials onto a computer and boldface, underline, or italicize specific information and details.
- Preview with students the key ideas to be presented so they know what to look for.
- Underline basic information and main ideas.

Cut Papers in Half to present smaller tasks and information activities.

- Present fewer problems at a time by folding or cutting activity sheets in half.
- Photocopy activity sheets into two parts so only a few problems are presented.

Provide Manipulable Objects* that can enhance understanding of abstract ideas.

- Begin the classroom activity with a concrete demonstration and expand individual tasks with activities using manipulable materials.
- Initiate counting with manipulable objects and progress to illustrations and activity sheets.
- Develop in students a sense for sequential order by providing pictures to be arranged sequentially.
- Use puzzle pieces that can form letters, words, or shapes.
- Use manipulable materials such as coupons, labels, and coins.

Tape-Record Materials* in order to support students having difficulty in reading, following directions, or memorizing.

- Record directions for students to refer to while reading or to refer back to if directions are forgotten.
- Allow students' responses to be recorded verbally or in written form.
- Record textbook passages for students to follow with written text.
- Record literature assignments for students to follow with written story or play.

Color-Code Materials so that emphasis can be placed on important information to help students follow directions, memorize information, complete tasks, and recognize and classify information.

- Highlight topic sentences in one color, supporting sentences in another color.
- Assign specific colors to directions, examples, and problems in tests and regular assignments.
- Assign colors to math symbols (for example, + – x =) and long and short vowel sounds.
- Color-code objects to be classified.

Utilize Arrows for Directionality to cue left and right or maintain movement in various directions.

- Employ arrows as cues in following an obstacle course.
- Place arrows on top of desks or on activity sheets as reminders of left to right progression in reading and writing.
- Provide arrows to indicate the directions of math operations on number lines or with multiplication activities.
- Place vertical and horizontal arrows on test response sheets to indicate order.

Use Coding to Locate Information by having coded symbols at areas where information is located.

- Indicate where answers to questions can be found by placing the number of particular questions near the paragraph answering those questions.

Trace Pictures or Shapes to help discriminate between merging colors or forms.

- Outline shapes or pictures using a felt tip marker or colored pencil.
- Define shapes by placing colored acetate sheets over pictures and maps.
- Frame or highlight specific areas of pictures.
- Black out all extraneous images and reproduce in isolation specific pictures, shapes, or images.

Trace Shapes and Lines in different sizes, positions, and media.

- Provide templates for tracing.
- Design materials on sandpaper to be traced with a finger.
- Have three dimensional cutouts made of shapes for students to trace.
- Position tracing paper over various size shapes for students to trace.

Trace Words and Phrases using different media.

- Write letters or words in sand, clay, salt, sugar, or finger paints.
- Have students trace over handwriting text with tracing paper.
- Adapt the Fernald method for reading recognition of sight words.
- Trace words that are constantly reversed or misspelled.
- Trace numbers that are easily reversed.
- Trace and label body parts.

Create More Appealing Materials through Color to enhance intrinsic motivation.

- Use different color paper for activity sheets.
- Photocopy activity sheets in color.
- Write on chalkboard with colored chalk.
- Choose materials that are visually pleasing to students.

Videotape Materials* and use large screen television to present materials.

- Isolate specific materials to be viewed.
- Enlarge materials to be read or pictures and maps to be viewed in greater detail.
- Allow students to view and review lessons.
- Present materials and information in a medium that is more appealing and familiar to students.

ADAPTATIONS OF INSTRUCTIONAL PRESENTATION

The methods used in the instructional presentation of general education lessons often require adaptation to be appropriate for special education students. In addition to developing lessons that utilize explicit teaching elements, it may be necessary to adapt the presentation mode, conceptual development, format, pacing, and/or the level of detail of the lesson.

Utilize a Variety of Teaching Modes* by presenting materials, information, or directions that use visual, auditory, kinesthetic, and tactile learning approaches.

- For students having difficulty following directions, use an index file of directions for task completion.
- Place texts on audiocassette tapes for students having difficulty reading.
- Verbally describe tasks or materials.
- Guide students through task steps while verbally describing those steps.
- Provide different methods of response from which students can choose, such as tape-recording, drawing, pointing, or writing.
- Use songs, riddles, dialogues, skits, rhymes, role-playing, dramatization, simulations, body language, gestures, and mimicking for students with limited English proficiency.
- Develop charts, visual outlines, diagrams, and dioramas.

Change the Mode of Presentation by varying material, directions, information, and response requirements to meet students' preferred styles.

- Provide visual clues for students through coding, illustrating, underlining, and use of pictures.
- Implement activities involving tracing, cutting, drawing, or painting.
- Record or read materials to students.
- Videotape materials against neutral color backgrounds to visually enhance them.
- Have students tape-record answers, respond orally, or choose from multiple images of answers.
- Have students choose roles of director, player, scenery designer, or author in a class production of a play.

Utilize Several Modes Simultaneously* to enhance recognition, interpretation, and memory by combining visual, auditory, kinesthetic, and tactile learning modes.

- Give directions that use several learning modes by writing directions on the chalkboard or experience chart, stating directions verbally, writing directions on activity sheets, tape-recording directions for review and referral, presenting directions orally, and guiding students through directions kinesthetically or by using tactile approach.
- Apply kinesthetic and auditory modes to copying activities; for example, pick up colored pieces of paper and place them in a container of the same color while naming the color, then have the students perform the same activity.
- Trace, say, and write words that students are having difficulty mastering during reading or writing activities.

Put Similar Topics in the Learning Center by arranging like materials, skills, or subject matter into easily accessible areas with functional groupings.

- Materials involving similar skills can be kept in one work area.
- Keep particular subject area materials functionally grouped and in specific work areas or specific subject corners.
- Group instructional activities according to their independent and instructional grade levels.

Develop a Method for Listing Concepts* by formulating and providing a structure for organizing concepts.

- Have students read texts and write each fact or detail on an index card, then regroup data into sequential order.
- Have students arrange fact cards from texts and copy data into an outline form.
- Show students information in terms of cause and effect, comparison, contrast, categorization, and classification.

Increase Repetition* by continuing to provide opportunities for performing tasks previously learned in order to encourage retention of these tasks.

- Make activity sheets from completed activities, lessons, and units available to students for review and practice.
- Group students together to review vocabulary, spelling lists, or number facts, such as multiplication tables.
- Construct tests that include items from previous activities, lessons, and units.
- Assign homework activities that include or focus on a review of skills taught weeks or months in the past.
- Integrate previously learned skills with newly taught skills.
- Establish a review corner in the classroom where students can practice previous learned skills or review a previously taught lesson on a computer disk or audio-cassette.

Integrate Subject Matter* by providing experiences with subjects that are interrelated.

- Combine subject areas, such as history, art, language arts, and social studies, into unit plans.
- Ask specialty teachers (e.g., music, art, cooking, shop, drama) to provide experiences and projects related to subject matter being studied.
- Assign term projects that integrate subject areas.
- Provide class activities that require students to apply several interrelated skills from different subject areas.

Enrich Instructional Activities* to ensure understanding, retention, and generalization of concepts or skills by providing opportunities to use various materials.

- Have students present completed assignments through various media: drama, art, music, written or spoken language.
- Summarize orally, in writing, and in the native language.

Individualize Task Completion Schedules* to ensure sufficient time to complete tasks and retain concepts or skills.

- Contract with students to specify the time and materials needed to complete an assignment.

- Utilize programmed teaching materials that allow for self-pacing by students.
- Individualize instruction so students can work at their own pace.

Add Concrete Demonstrations* to enhance instruction with specific examples.

- Introduce concepts of fractions by cutting and separating shapes, breaking cookies and sets into fractions, and dividing apples and oranges into fractions.
- Use an overhead projector to demonstrate patterns in handwriting instruction.
- Use pictures or illustrations to accompany instruction.
- Use concrete objects for observation, comparison, inference, and prediction.

Teach Task Vocabulary* by reviewing and clarifying terms related to instruction.

- Place vocabulary words on index cards with written meanings or illustrations of meanings on the reverse side of the card.
- Introduce vocabulary in the context of a sentence, with students illustrating the sentence.
- Present a list of vocabulary words and then write sentences leaving out the vocabulary words for students to insert.
- Use simpler sentences or reword information.

Use Electronic Technology* such as a videotape recorders and computers to enhance instruction.

- Videotape relevant television programs or acquire appropriate videotape programs for student viewing.
- Videotape instructional presentations for students to review at a later time.
- Develop a library of videotaped lessons for students to view at their leisure.
- After reading a play or novel, view a videotape of its dramatization.
- Ask students to write their own commercials or plays, then have classmates act out parts while other class members videotape the activities. Subsequent review of the taped activity can be used to generate student ideas to refine the activity.
- Type lessons on a computer and use the expanded print mode to enlarge printed reading activities.
- Have students write their own stories using a computer with word processing software, then print out the story.
- Modify commercial software to meet the students needs.
- Have students practice writing, reading, and math skills using appropriate computer software.
- Use reading software on a computer that controls phrasing and presentation of reading materials.
- Provide independent practice with audiovisual materials.

Focus on Essential Information* to ensure mastery of key concepts.

- Reduce the number of detailed examples or tasks while ensuring concept generalization.
- Eliminate information and activities that are not essential to understanding the concept.

Use Oral Modeling* to teach sentence structure and sentence patterns to limited English proficient students.

- Orally drill sentence patterns with students.
- Use tape recordings to drill sentence structures and patterns.

ADAPTATIONS OF DIRECTIONS

Many students in special education have difficulty understanding and following directions. The following adaptations provide teachers with examples that will help students understand what is expected of them and clarify the procedures necessary for successfully completing instructional tasks.

Simplify Directions* by replacing complex vocabulary with easier vocabulary and by providing directions that match students' skills.

- Change directions so the vocabulary is appropriate to the students.
- Shorten the length of sentences.
- Provide smaller steps.
- Use illustrations.

Have Students Repeat Directions to confirm that they understand.

- Students orally repeat instructions that are given orally by the instructor.
- After reading instructions silently and orally, students repeat directions orally.
- Students explain directions to classmates and the classmates explain directions back to the students.

Have Students Write Directions in Their Own Words to demonstrate comprehension.

- Have students rewrite directions in their own words when they are given orally by the teacher.
- Have students copy or rewrite directions in their own words from tests, chalkboard, or activity sheets.
- Have students illustrate directions through pantomime.

GLOSSARY

Alternate Placement A	A bilingual special education class is taught by a monolingual English teacher when a certified bilingual teacher is not available. The class is assigned a bilingual paraprofessional who speaks the native language of the students. See Cross-Cultural Paraprofessional.
Alternate Placement B	A limited-English-proficient special education student is temporarily placed in a monolingual English class when the recommended Bilingual Instructional Service is not available. The student is assigned a bilingual paraprofessional who speaks his/her native language.
Basic Interpersonal Communication Skills (BICS)	Informal conversational or survival language skills. BICS may take up to two years to develop in the second language.
Bilingual Education	A program in which LEP students receive ESL, native language arts, and content area instruction in their native language.
Bilingual Instructional Services (BIS)	A special education category for LEP students.
Cognitive Academic Language Proficiency (CALP)	Academic language skills necessary for successful school performance. CALP may take five to seven years to develop in the second language depending on CALP in the first language.
Committee on Special Education (CSE)	Each community school district has a CSE that coordinates the evaluation process for the students referred from its schools. The CSE recommends an appropriate program based on evaluation results conducted by a multidisciplinary team, the School Based Support Team (SBST).
Comprehensible Input	An integral part of the natural approach to ESL. The teacher uses a wide variety of multisensory supports, gestures and pictures, to ensure that the LEP students understand the message being communicated.

Consent Decree	The Consent Decree of August 29, 1974, is an agreement between the Board of Education of the City of New York and Aspira of New York. It specifies a program for students whose level of English language proficiency prevents them from effectively participating in the learning process and who can more effectively participate in Spanish while acquiring English as a second language.
Council for Exceptional Children (CEC)	A professional organization that conducts annual conferences and publishes journals with articles on the needs of exceptional learners. There are special divisions related to the Culturally and Linguistically Diverse Exceptional (CLDE) learner.
Cross-Cultural Paraprofessional	A paraprofessional who is fluent in English and the LEP student's native language and knowledgeable about the student's cultural heritage. He or she provides instruction in the student's native language when the teacher is unable to do so, and serves as a bridge between students, parents and caregivers, and the teacher.
Culturally and Linguistically Diverse Exceptional (CLDE) Student	This terminology is used to describe the culturally and linguistically diverse student with special needs.
Cut-off, Entitlement	A score at or below the 40th percentile on the English LAB. All students in this category are considered LEP and are entitled to mandated bilingual or ESL programs.
Division of Bilingual Education (DBE)	This division of the Board of Education of the City of New York is responsible for a wide variety of services including curriculum development, staff development, and instructional support for limited-English-proficient students, as well as for all second language and foreign language learners in pre-kindergarten through grade twelve citywide. This population includes all LEP special education students.
Division of Special Education (DSE)	This division of the Board of Education of the City of New York is responsible for a wide variety of services including clinical staff development and support for students with disabilities from preschool through grade twelve.
Educational Planning Conference (EPC)	A meeting conducted by the CSE based on the evaluation completed by a multi-disciplinary team, in which a written recommendation is made for addressing the individual needs of the students. Parents and caregivers are invited and encouraged to attend.

Eligible	If a student has a Home Language Identification Survey (HLIS) that indicates a language other than English is spoken in the home, or has a Language Assessment Battery (LAB) test result below the 40th percentile from an earlier testing period, he or she is **eligible** for LAB testing.
Emergency Immigrant Education Act (EIEA)	This state program provides financial assistance to local educational agencies for supplementary educational services for immigrant children enrolled in elementary and secondary public and nonpublic schools.
English Language School System (ELSS)	Any school system in which the principal language of instruction is English.
English Proficient (EP)	English proficient refers to any student who has acquired English language skills either as a native speaker or as second language learner. In the context of program placement, this term refers to a pupil who has scored above the 40th percentile on the English Language Assessment Battery (LAB) test.
English as a Second Language (ESL)	A structured language acquisition program that is designed to teach English to students whose native language is not English. It includes listening, speaking, reading, and writing, and provides for both social and academic English instruction through the use of second language methodologies.
Entitled	A student who scores at or below the 40th percentile on the English LAB is **entitled** to a mandated bilingual or ESL program.
ESL, Freestanding	A mandated program for LEP students not enrolled in a bilingual class. It includes both language instruction and content area instruction using ESL methodologies.
ESL, Pull-out	ESL instruction given to LEP students who are taken out of their regular classes and instructed by a licensed ESL teacher.
El Examen de Lectura en Español (ELE)	The purpose of *El Examen de Lectura en Español* is to assess the Spanish reading proficiency of native speakers of Spanish who are receiving native language arts instruction. The ELE was developed to measure a student's overall level of reading comprehension, rather than specific skills. The test parallels the Degrees of Reading Power test (DRP) and uses reading material prepared especially by writers and reviewers whose native language is Spanish and who represent various Latino cultural and linguistic groups.

Former Limited English Proficient (FLEP)	A student who previously scored at or below the 40th percentile on the LAB test and who now scores above the 40th percentile. FLEP students are entitled to one year of transitional services.
Home Language Identification Survey (HLIS)	A form documenting the language spoken in the student's home.
Individualized Education Program (IEP)	A program required for all special education students.
IEP PRO	Computerized Individualized Education Program.
Jose P.	A civil case filed in 1979 charging that children with disabilities were being denied a free and appropriate education because of a lack of timely evaluation and placement in an appropriate program.
L1	The native first language.
L2	The second language; in the case of LEP students, English.
Language Assessment Battery (LAB)	This standardized test determines entitlement to mandated bilingual and ESL programs, in English and Spanish; there are "short" and "full" versions.
Language Skills	Listening and reading are receptive language skills; speaking and writing are productive language skills.
Lau Plan	The Lau Plan of September 15, 1977, is an agreement between the New York City Board of Education and the Office for Civil Rights for students whose limited English language proficiency prevents them from effectively participating in the learning process and whose home language is other than English or Spanish.
Lau Student	A non-Hispanic LEP student.
Language Experience Approach (LEA)	Teachers provide a shared language-generating experience as a means of developing communication in all four skill areas: listening, speaking, reading, and writing in a holistic manner. Students dictate ideas while the teacher records the information on a chart. Students read the chart as a group or individually.
Limited English Proficient (LEP)	A student who is limited English proficient is one who has scored at or below the 40th percentile on the LAB test and is mandated to receive bilingual/ESL instruction. This student is one who is in the process of acquiring English language skills for social and academic purposes.

National Association for Bilingual Education (NABE)	A professional organization that holds an annual conference and disseminates numerous publications that provide research-based information on a broad range of issues in the field of bilingual education. NABE stimulates an exchange of ideas among those involved in bilingual and ESL education.
Native Language Arts (NLA)	A component of a bilingual program that provides instruction in listening, speaking, reading, and writing in a student's native language. The NLA curriculum parallels that of English language arts. It should impart an appreciation of the history and culture of the new country and of the student's country of origin through the study of literature.
Natural Approach	An ESL approach based on the way a first language is naturally acquired.
New York State Department of Education	This branch of the New York State government develops legislative policy for funding, regulations, implementation, and evaluation of educational programs as well as curriculum guidelines for all students.
Part 154	*The Guidelines for Programs of Commissioner's Regulations for Pupils with Limited English Proficiency*, from the State Education Department of New York, is a basic document used by districts to determine policy and programs for entitled LEP students.
Realia	Real objects and materials (for example, a subway token, watch, keys) used to enhance student comprehension.
Scaffolding	An approach to literacy building in which comprehension of the written page is aided by visuals, charts, and discussions used as supports or "scaffolds." As the learner becomes more able to read, the supports are gradually removed and only print is left.
School Based Support Team (SBST)	A multidisciplinary team composed of a social worker, an education evaluator, and a psychologist. Depending on the kinds of possible learning problems experienced by the student, other professionals such as physicians, teachers, and speech therapists may be involved in gathering information. *Bilingual* SBST's are assigned to evaluate LEP students.

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Second Language Acquisition (SLA)	The process by which a student becomes fluent and literate in a new language. SLA is affected by such factors as age, literacy in the native language, and prior schooling.
Sheltered English	An interactive ESL program in which content area instruction is made comprehensible without "watering down" the subject matter through actions, facial expressions, contextualized language, and visual aids.
Short LAB	An abbreviated form of the LAB test given during the fall.
Special Education Training and Resource Center (SETRC)	A state funded program that provides information and services to help children obtain the best possible educational opportunities. SETRC offers comprehensive consultation and training resources.
Stages of Language Acquisition	The four stages (preproduction, early production, speech emergence, and intermediate fluency) through which individuals pass while learning a language whether it is a native or a second language.
Teachers of English to Speakers of Other Languages (TESOL)	An international professional organization that holds annual conferences, conducts surveys, and publishes journals with articles on the latest techniques of teaching ESL at all levels of instruction, on research findings in second language acquisition, and on theoretical issues related to linguistics.
PL94-142	Public Law 94-142, originally passed in 1975, mandates the provision of free and appropriate special education services to eligible persons from birth to age 21.
Title VII of the ESEA	This section of the Elementary and Secondary Education Act, originally promulgated in 1968, provides funds on a competitive basis for the development of bilingual programs.
Total Physical Response (TPR)	TPR is an ESL instructional approach that combines movement and language in a low anxiety atmosphere to encourage language learners to gain fluency. It allows students to demonstrate understanding through actions, and to speak when they are ready. TPR activities should also incorporate reading and writing components.
Transitional Student	A limited English proficient student with a LAB score between the 21st and 40th percentiles; that is, one who is in transition to intermediate English proficiency.